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ABSTRACT

An evaluation was made of the adult basic education (ABE) program of the North Carolina Department of Community Colleges in the summer of 1988. The study used surveys to collect both opinion data and secondary information on aspects of ABE programs such as budgets, student enrollment, and features of the instructional program. Information was sought by mail from 58 ABE program directors (50 returns), 290 instructors (191 returns), and by telephone from 340 students enrolled during the 1987 fall quarter. The survey resulted in a profile of the ABE programs at various colleges. Some of the results are the following: (1) ABE program funds go mostly for instructional salaries; (2) most ABE programs in the sample are administered by one director, and most instructors are part time; (3) 84 percent of the programs use volunteers, especially for retention and outreach activities and tutoring; (4) the instructional techniques used most frequently are classroom instruction, computer-assisted instruction, and one-to-one tutoring; (5) the majority of instructors teach an average of 1 to 10 students per class; (6) almost all of the programs use pretests and posttests to evaluate students; (7) students were generally positive about their ABE classes; and (8) students liked all techniques except large classrooms. Recommendations for improvements were made in the areas of program publicity, student recruitment, student assessment, student retention, professionalization of the staff, class structure, and funding. (Report includes 25 tables, 6 figures, 14 references, and the program director, instructor, and student survey forms.) (KC)

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Prepared for
The North Carolina Department of Community Colleges

Prepared by
The Center for Urban Affairs and Community Services
North Carolina State University

An Evaluation of Adult Basic Education Programs in North Carolina

Submitted to

North Carolina Department of Community Colleges
Division of Adult and Continuing Education

by

Center for Urban Affairs and Community Services
North Carolina State University

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I. INTRODUCTION AND REVIEW OF LITERATURE ON ADULT BASIC EDUCATION

I. INTRODUCTION AND REVIEW OF LITERATURE ON ADULT BASIC EDUCATION

A. Purpose of Study and General Procedures

This report describes the procedures and findings of an evaluation of the Adult Basic Education (ABE) Program of the North Carolina Community College System. The study was conducted during the spring and summer of 1988 and involves an assessment of ABE programs in North Carolina community colleges. The evaluation is part of an ongoing federally mandated process designed to assess the effectiveness of ABE programs in providing services to adult learners.

The report describes the rationale and methodology of the study and provides overall recommendations for ABE program improvement. The following topics are included in the report:

1. the definition of program evaluation and the purpose of conducting program evaluations (Chapter I);
2. the general procedures and methodology used to conduct this study (Chapter II);
3. data analyses and findings of the study (Chapter III);
4. a summary of the report and overall recommendations for improvement of ABE programs in North Carolina (Chapter IV); and
5. copies of the survey forms used to collect information from program directors, instructors, and students associated with North Carolina ABE programs (Appendices).

B. Definition and Purpose of Program Evaluation

Evaluation is a procedure designed to provide feedback to an organization and the public interested in its operation and outcomes. In many instances, the primary goal of program evaluation is to provide information that can be used to improve the functioning of the organization and/or the services it provides.

Boone (1985:174) cites several common definitions of evaluation and educational program evaluation as listed below:

1. Evaluation is the process of determining the extent to which objectives have been attained (Thiede, 1964:29).
2. Program evaluation determines the extent to which desired objectives have been attained or the amount of movement that has been made in the desired direction (Boyle and Jahns, 1970:70).
3. Educational evaluation is the process of delineating and providing information useful in judging decision alternatives (Stufflebeam, 1971:25).
4. Evaluation involves determining to what extent educational objectives are being realized by curriculum and instruction (Tyler, 1971:105-106).
5. Program evaluation involves judging the value of a program. This judgment is formed based on a comparison of what the program "is" with criteria indicating what the program "should be" (Steele, 1970:8).
6. Evaluation is simply the determination of the goodness, worth, or the value of programs (Forest, 1976:167).

Evaluation studies may be based on several factors including feedback from participants in a program or event, evaluation of the degree to which objectives were attained, or assessment of the impact of a program on a target group or problem with all relevant variables controlled (Nolan and McCallon, 1974:280). The overall evaluation procedure usually incorporates the three subprocesses. The first and second involve determining and measuring, and assessing program inputs. The third subprocess involves using evaluation findings for program revision, organizational renewal, and/or accounting to the target public, funding sources, the profession, and the governing body (Boone 1985: 170).

Furthermore, evaluation studies may focus on the intended or unintended (manifest or latent) consequences of a program in an attempt to answer the following questions:

1. To what extent did the planned program and plans of action result in individual behavioral change, intended or unintended, among learners?
2. To what extent did the planned program and plans of action result in aggregate behavioral change in the target public?
3. To what extent were the planned program and plans of action inputs and program activities associated with such change?
4. To what extent were organizational mission, philosophy, structure, functions and processes effective and efficient in producing outcomes intended in the planned program and plans of action (Boone, 1985:178)?

Additionally, several major questions should be answered in the course of program evaluation (Moore, 1983:338). These questions are listed in outline form below along with strategies to be used during the evaluation process.

1. Why is the program, process or product being evaluated?
   a. To clarify purposes and potential outcomes of the program.
   b. To determine if training needs are being met.
   c. To provide information concerning whether the program or components of the program should be continued, terminated, or improved.
   d. To determine if program objectives are being correctly implemented.
   e To assist in staff development activities.
   f. To meet evaluation requirements of outside agencies such as state Departments of Education or accrediting agencies.

2. Who will receive the information from the evaluation and how will they use it?
   a. Identify key administrators or decision-makers who will receive the evaluation data and determine their willingness to use the data in decision-making.

b. Decisions that might be influenced by evaluation results could be related to student identification procedures, personnel, program structure, program objectives, in-service training, or the dissemination of information.

3. What kind of information do decision-makers want?
   a. Knowing the precise information needed will ensure that the evaluation effort plays a role in decision-making.
   b. A concise report that provides the desired information is often more useful than a lengthy document.

4. Who should conduct the evaluation?
   The agency or individual conducting the evaluation (whether outside evaluators or persons inside the agency are used) should be able to approach the evaluation with objectivity.

Educational evaluation is a special case of evaluation that results in determination of the advantages and disadvantages of a particular educational program, process, or product. As in other forms of evaluation, educational evaluation leads to conclusions that result in recommendations and decisions. In educational evaluations, several questions pertaining to learning objectives, resources to support program success, and program goals should be asked. These questions include the following:

1. Were the objectives of the program appropriate for the learners involved?
2. Were learning objectives used in the program stated in measurable terms?
3. Were adequate resources for program operation made available?
4. Was there a clear relationship between needs of the target population and objectives of the program?
5. Was the marketing effort for the program appropriate and effective (Boone, 1985:174)?

This study addresses these general topics as they apply to the Adult Basic Education Program in North Carolina Community Colleges.

C. Overview of Adult Basic Education Program

The implementation of Adult Basic Education (ABE) Programs in the United States resulted from passage of the Adult Education Act in 1966. This Act and its subsequent amendments make provisions for efforts to reduce adult illiteracy throughout the country. ABE programs assist in this task by offering basic education services to persons aged sixteen and above who have not completed high school and are no longer enrolled in school.

In some states, ABE is managed by the public school system. In North Carolina, as well as in an increasing number of other states, the ABE program is administered by the community college system. As noted by Lombardi (cited in Grede and Friedlander, 1981:1), community college sponsorship of ABE programs is advantageous in that it provides a "larger tax base, greater state funding, increased enrollments, expansion of the college's mission of providing educational services to adults in the community, and experience in working with the educationally disadvantaged."

ABE programs in North Carolina conduct classes at two levels of instruction: Level I (grades zero through four) and Level II (five through eight). In many programs, ABE students attend classes with students enrolled in Adult High School (AHS) or General Educational Development (GED) classes. Most classes combine students at widely differing levels -- a feature that is considered positive by some educators and negative by others.

National research on ABE has identified numerous factors that may detract from the effectiveness of ABE programs including student attrition rates ranging as high as fifty percent in some classes, erratic attendance patterns of students, and open enrollment policies that allow students to discontinue work in a class any time during the school term.

Furthermore, research conducted during the past two decades has noted that eighty percent of ABE instructors in urban public schools are employed on a part-time basis and many have had little previous teaching experience (Mezirow, et. al., 1975). Many critics of the system note that the part-time nature of the ABE instructor position offers little potential to instructors in terms of career tracking or development (Mattran, 1977). Some researchers have pointed out that retaining part-time as opposed to full-time instructors results in a lower cost of operation among ABE programs than other programs. A study conducted in Florida found that the average cost per

full-time equivalent[1] student for ABE was $1,279 compared with $1,323 for all programs (Florida State Department of Education, 1977).

These and other issues face ABE program administrators as they attempt to provide literacy services for the staggering proportion of the adult population who have not completed a basic education or are unable to read well enough to function in today's society. This report addresses such issues from the perspective of ABE program directors, instructors, and students.

[1] Full-time equivalent is based on contact hours or membership hours. Contact hours are the actual number of hours a student is in class or in contact with the instructor. Membership hours are based on a student's being enrolled in a class through a specified point in the quarter.

II. METHODOLOGY

II. METHODOLOGY

A. General Procedures

This chapter describes the general methodology and procedures used to collect data for the ABE program evaluation. Data were collected from three groups of individuals involved with ABE programs in North Carolina: program directors and instructors employed during the summer of 1988, and students who were enrolled in ABE programs during the 1987 fall quarter. The survey was designed to provide basic descriptive information on important features of ABE programs including: program funding and administration, educational and support services, instructional methods and materials used, solutions for improving service delivery to adult learners, and respondents' overall assessments of the ABE program. Data were collected for Fiscal Year 1987-88 (July 1, 1987 through June 30, 1988). Detailed descriptions of data collection procedures, data analyses, and survey findings are discussed below.

B. Development and Pretest of Survey Instruments

Survey questionnaires that were administered to ABE program directors, instructors, and students were designed in conjunction with the North Carolina Department of Community Colleges. The instruments were designed to gather data useful in assessing the overall effectiveness of ABE programs and respondents' evaluations of various program aspects. The director, instructor, and student survey instruments are discussed in turn below.

1. Program Director Survey

The program director survey (see Appendix A) focused on basic descriptive information on various administrative components of ABE programs. Major topics included in the survey are as follows:

1. funding and program expenditures;
2. educational services offered by program;
3. location and scheduling of services provided;
4. support services offered;
5. educational methods and materials used;

6. program staffing;
7. staff development;
8. problems faced by the program in delivery of services; and
9. recommendations for ABE program improvement.

2. *Instructor Survey*

The instructor survey (see Appendix B) focused on characteristics of instructors and their opinions concerning the effectiveness of the ABE program. Information collected included:

1. type of instruction provided by respondents;
2. the number of hours respondents taught in the ABE program during Fiscal Year 1988;
3. type of instructional materials used in the program;
4. in-service and pre-service training received by survey respondents; and
5. respondents' assessment of the effectiveness of various program components.

3. *Student Survey*

A survey instrument designed to be administered by telephone was used to gather basic sociodemographic data about ABE students as well as specific information concerning their ABE education (see Appendix C). Major topics covered in the interview include the following:

1. student demographic data;
2. reasons for enrolling in the ABE program;
3. reasons for quitting school initially;
4. need for specific ABE services;
5. assessment of ABE program effectiveness; and
6. problems encountered in attending classes (e.g., transportation or child care).

Drafts of the program director and instructor survey forms were critiqued by ABE program directors and instructors in four community colleges (Cape Fear Community College, Coastal Carolina Community

College, Edgecombe Community College, and Wake Technical Community College). These institutions were chosen to represent both rural and urban locations as well as other ABE program features. The study supervisor visited each of these institutions and met with program staff who analyzed each question and made suggestions concerning content and structure of the survey. Information collected during these site visits was used to revise the survey forms. The revised forms were submitted to state-level program staff for final review.

C. Selection of Respondents

1. Program Directors

In the majority of the institutions surveyed, the ABE program is administered by a director unique to that program. In some sites, however, one individual is responsible for administration of two or more literacy programs (ABE, GED, AHS, or Compensatory Education). Furthermore, in some sites, the Dean of Continuing Education is the official Director of the ABE Program although another staff person may be responsible for the day-to-day administration of the program. In these instances, the survey form was sent to the official program representative who solicited information from other persons as needed to complete the survey form. Fifty of the fifty-eight ABE program directors completed the survey form.

2. Instructors

A random sample of five instructors was selected from each of the fifty-eight ABE programs (a total sample size of 290). Instructors were randomly selected from a list of ABE instructors provided by each community college. Survey forms were completed by 191 ABE instructors.

3. Students

Students from sixteen North Carolina community colleges were selected randomly. Approximately twenty students from each school were interviewed by telephone. These sixteen institutions were part of a purposive sample selected to reflect the diversity in ABE programs as well as varying geographic and demographic features of the state. Students included in the sample were selected from the schools listed below.

1. Asheville-Buncombe Technical Community College
2. Caldwell Community College and Technical Institute
3. Central Carolina Community College
4. Central Piedmont Community College
5. Davidson County Community College
6. Durham Technical Community College
7. Gaston College
8. Guilford Technical Community College
9. Lenior Community College
10. Martin Community College
11. Mayland Technical College
12. Piedmont Community College
13. Richmond Community College
14. Sampson Community College
15. Southeastern Community College
16. Tri-County Community College

The student sample was drawn from lists of students who were enrolled during the 1987 fall quarter at each of the selected institutions. In some instances, students who appeared on such sample lists were enrolled in both ABE and GED or AHS classes. These students were considered to be ABE students if their names appeared on the rolls for any ABE class during the quarter. Students were sampled without replacement. Telephone interviews were completed with 340 students.

D. Administration of Survey Instruments

Mail surveys were utilized in collecting data from program directors and instructors. Due to potential problems associated with student response to mail surveys as well as the need to probe for detailed data, students were interviewed by telephone. Specific procedures used to administer the three data collection instruments are described below.

1. Mail Survey

Survey forms were mailed to program directors and instructors. The project director was available during the data collection period to answer questions concerning completion of the forms. Completed surveys were mailed to the project director. When necessary, follow-up telephone calls were made to program directors to obtain missing information.

2. Telephone Interviews

Students were interviewed by telephone during the spring of 1988. Student respondents were assured that their interviews would be kept confidential. The interviews required approximately thirty minutes to complete.

E. Data Processing Procedures

The completed questionnaires were visually edited for accuracy prior to keypunching. The survey forms were keypunched and verified under commercial contract. A computer edit program was written to identify range and skip pattern errors and logic and consistency errors. Errors identified in the computer edit were corrected.

III. DATA ANALYSIS PROCEDURES AND FINDINGS

III. DATA ANALYSIS PROCEDURES AND FINDINGS

A. Data Analysis Procedures

Data collected from the program director, instructor, and student surveys were subjected to univariate analyses to obtain frequency distributions for each question. Bivariate analyses were conducted for appropriate pairs of items within each survey. Responses to open-ended questions were assigned numerical values and included in the frequency analyses. Survey findings are summarized below for each respondent group.

B. Findings

1. Program Directors

a. Characteristics of Program Directors

Of the fifty program directors who responded to the survey, 17 were male and 33 were female. Thirty-six (72 percent) were white, 12 were black, 1 was Hispanic and 1 was Native American. The age of program directors ranged from 22 to 64 with an average age of 41. Over half of the directors (58 percent) responding to the survey reported having been employed as ABE program administrators for 6 or more years; 28 percent had been employed 1 to 5 years, and 14 percent had been employed less than 1 year.

Slightly over 30 percent of the program directors had obtained an undergraduate degree and 64 percent had obtained graduate degrees. The most common degree areas for college graduates and persons holding graduate degrees were administration (24 percent) and adult education (24 percent).

b. Program Funding

ABE program directors reported that 94 percent of ABE program funding was provided by government including federal, state, and local sources, at an average of $210,871.79 per ABE program. Several programs receive funds from other sources such as private donations or grants.

Major categories of expenditures for all fifty ABE programs are listed in Table 3.1. As indicated in the table, instructional salaries and benefits account for the greatest program expenditures.

Table 3.1 Average Percentage of ABE Funds Allocated By Expenditure Category, Fiscal Year 1987-88.

Category of Expenditure	Average Percentage of Funds
Administrative salaries/benefits	6.7%
Instructional salaries/benefits	69.3%
Clerical salaries	2.9%
Guidance & counseling salaries/benefits	*
Recruiters salaries/benefits	7.5%
Assessment/retention salaries/benefits	4.1%
Instructional supplies/books	7.9%
Other	1.5%

*Less than one-half of a percentage point.

Program directors were asked to indicate if program funds were allocated for three specific types of activities including recruitment/retention, staff training and development, and counseling. Directors in 43 programs (86 percent) reported that special funds were allocated for recruitment/retention functions. In these programs, an average of four staff members were assigned to assist in recruitment or retention activities. The number of hours per week devoted by staff to this function ranged from 1 to 120 with an average of 28.31 hours devoted weekly. Sixty-four percent of the programs assign staff to this function for a total of 20 or fewer hours per week.

Program funds were allocated specifically for staff development and training in 33 (66 percent) of the fifty programs. In these programs, an average of about eight staff persons were assigned to staff development functions. An average of 32 hours of staff training were provided by these programs in the past school year. Of the remaining seventeen programs, thirteen reported providing staff development and training activities even through program funds were not available to support the activity.

Only 26 percent of the programs provide funds for counseling. An average of six staff persons offer counseling services and spend an average of 14.45 hours a week (ranging from 2 to 40 hours per week) providing counseling activities. Of the programs not allocating specific funds for counseling, 75 percent provide the service.

Program directors were asked how many additional students the program could accommodate without additional funding while maintaining a comparable level of quality of instruction. Sixty-nine percent of the respondents stated that their programs could accommodate 100 or fewer additional students. The highest number reported was 400 (one program). The average number of new students a program could accommodate was 100. Eight programs could not accommodate new students without significantly lowering the quality of instruction.

c. Program Staffing

Section II of the director survey focused on program staffing. Eighty percent of the directors reported having only one person serving in the role of program director or coordinator. Ten programs had more than one coordinator during Fiscal Year 1988. Only sixteen program directors worked exclusively in the ABE program full time during that year. Approximately 25 percent of the program directors are also responsible for teaching classes.

Program directors were asked to indicate the staffing patterns for paid and volunteer positions in the ABE program. While every ABE program has staff members who serve as instructors, tutors, recruitment and retention specialists, and clerical support staff, many programs do not have full-time staff members in these positions. Sixty-five percent reported having no full-time instructors; 71 percent reported having no full-time assessment/retention specialists; 83 percent indicated having no full-time recruiters; and 51 percent reported having no full-time support or clerical staff. None of the ABE programs reported having a full-time tutor; however, it should be noted that instructors do use volunteer tutors on a regular basis. Table 3.2 lists the average number of hours per week worked by paid staff holding various positions.

As indicated in the table, the majority of ABE instructors worked less than full-time in the ABE program. The average hourly pay rate for ABE instructors was $9.22 with a range of $6.75 to $14.84. Ninety-four percent of the part-time instructors have a college degree. Eighty-one percent of the full-

time instructors have a college degree. (These numbers also include laboratory assistants who are classified as instructors. Thus, the average number of full-time instructors holding a degree is lower than among part-time instructors.)

Table 3.2 **Average Hours Per Week Worked by ABE Program Staff, Fiscal Year 1987-88.***

Type Position	Full-time ABE Staff		Part-time ABE Staff	
	Average Number	Average Hours/wk.	Average Number	Average Hours/wk.
Instructors	2.2	40.0	24.7	30.7
Assessment/Retention Specialists	1.0	40.0	1.0	8.0
Recruiters	2.0	53.0	3.7	20.4
Support/clerical staff	1.0	40.0	1.4	19.6
Tutors**	--	–	3.6	9.9

* Zero values deleted from calculations.
** No full-time tutors reported.

Of the fifty programs, 42 (84 percent) use volunteers. Table 3.3 lists the type of positions filled by volunteers, the average number of volunteers per program, and the average number of hours contributed by volunteers in the last fiscal year.

Program directors who do not use volunteers were asked why they did not make use of volunteer services. Of the eight directors reporting that they do not use volunteer assistance, four stated that volunteers are unreliable and three mentioned that they had experienced unsuccessful volunteer recruitment. All eight of these directors reported that they needed additional training in how to effectively recruit and coordinate volunteers and that they had no one to adequately supervise volunteers.

Table 3.3 Volunteer Contributions to ABE Programs, Fiscal Year 1987-88.

Position	Average # of Volunteers	Average # Hours Contributed in FY 88
Classroom instruction	3.3	125.5
One-on-one tutoring	31.2	497.0
Outreach/recruitment	35.9	309.5
Retention activities	124.5	538.0
Clerical/support services	4.5	192.8
Transportation services	3.4	147.3
Child care	2.3	40.5
Workshop presentations	4.0	248.0

d. Instructional Services and Curricula

Program directors were asked to provide detailed data on the type of instructional services and curricula offered in their programs. Over half of the programs conducted twenty or more ABE classes per quarter during Fiscal Year 1988. The average number of classes per quarter was 46 and the median number of classes per quarter was 22.5. ABE classes are combined with GED classes in 33 programs, with AHS classes in 11 programs, with Compensatory Education classes in 9 programs, and with English as a Second Language classes in 23 programs.

Table 3.4 indicates the type of instructional techniques or formats used in ABE classes. Also displayed, for schools offering each of the techniques, is the average percentage of the student population who were exposed to each technique during the study period. It should be noted that a majority of the ABE programs supplement classroom instruction with other instructional techniques such as one-on-one tutoring and computer-assisted instruction.

Table 3.4 **Instructional Techniques and Formats Used in ABE Programs, Fiscal Year 1987-88.**

Instructional Technique/Format	Percent of Programs Providing Technique	Average % of Students Exposed to Technique
Classroom instruction	96%	83%
ABLE Center	8%	41%
Computer-assisted instruction	86%	25%
Learning Laboratory	54%	26%
One-on-one tutoring	70%	21%
Audio-tape instruction	38%	8%
Cable TV instruction	4%	10%

Classroom instruction is the most commonly-used instructional technique, followed by computer-assisted instruction and one-on-one tutoring. A number of programs use classroom instruction supplemented by one-on-one tutoring during the class period. Four programs sponsor ABLE Centers and 27 programs operate or have access to learning laboratories. In general, the largest percentage of students were exposed to classroom instruction (83 percent), followed by ABLE Centers (41 percent) and learning laboratories (26 percent).

All programs except one use a pre- posttest system. Seven of the programs use pretests only, 42 use both pre- and posttests, and no programs reported using posttests only. A majority of the programs use a combination of pre- posttests to conduct student assessments. Tables 3.5 through 3.7 indicate the type of pre- and posttests used in assessing reading, grammar, and math skills.

As indicated in Table 3.5, the most commonly-used pretest in reading among the ABE programs is the WRAT (68 percent). The most commonly-used reading posttests are devised in-house (44 percent). Other pre- and posttests (not listed in the table) used in reading include the following: Pre-

GED, Metropolitan A.T, Brigance Diagnostic, Adult Reading Placement, Text Unit Exams, and REVRAC Reading Progress Scale.

Table 3.5 Pretests and Posttests Used To Assess ABE Reading Skills, Fiscal Year 1987-88.

	Percent Using Reading Pretest	Percent Using Reading Posttest
TABE	22%	22%
WRAT	68%	28%
ABLE	26%	16%
Carter	24%	10%
Nelson	4%	0%
Reading For Understanding	22%	10%
Steck-Vaughn	16%	22%
SORT	26%	10%
In-house tests	38%	44%

Table 3.6 lists the tests used to assess grammar skills during Fiscal Year 1988. As shown, the most commonly used pretest in grammar is the in-house test (one devised by staff in an individual ABE program) which is used in 50 percent of the programs. Likewise, in-house tests are the most commonly used grammar posttests (46 percent).

Table 3.6 **Pretests and Posttests Used to Assess ABE Grammar Skills, Fiscal Year 1987-88.**

	Percent Using Grammar Pretest	Percent Using Grammar Posttest
TABE	16%	14%
ABLE	14%	8%
Carter	10%	4%
Steck-Vaughn	18%	16%
In-house tests	50%	46%

Table 3.7 indicates the tests used to assess math skills during Fiscal Year 1988. As indicated in the table, the most commonly-used pretest in math is the WRAT which is used by 84 percent of the programs. The most commonly-used posttest is the in-house test which is used by 54 percent of the programs.

Table 3.7 **Pretests and Posttests Used to Assess ABE Math Skills, Fiscal Year 1987-88.**

	Percent Using Math Pretest	Percent Using Math Posttest
TABE	12%	10%
WRAT	84%	30%
ABLE	20%	14%
Carter	24%	16%
Nelson	2%	2%
Steck-Vaughn	14%	18%
In-house tests	42%	54%

Table 3.8 indicates the percentage of programs offering ABE classes and/or tutoring by location. As shown, ABE classroom instruction is provided on community college campuses by 94 percent of the programs. All of the programs reported offering ABE classes in off-campus sites. Ninety-two percent of the ABE programs provide instruction in public school buildings. Other common locations for classroom instruction include community centers, churches, businesses or industries, and correctional centers. Tutoring is provided most frequently at the community college, in church settings, and

Table 3.8 Instructional Settings Offered by ABE Programs, Fiscal Year 1987-88.

Setting	Percent Offering Classroom Instruction	Percent Offering Tutoring
Public school building	92%	32%
Community college	98%	54%
College/university	6%	0%
Library	36%	18%
Church	90%	36%
Community center	90%	28%
Students' homes	14%	6%
Volunteer tutors' homes	2%	14%
Correctional facility	80%	18%
Business or industry	70%	20%
Sheltered workshop	54%	16%
Halfway houses	16%	0%
Nursing homes	48%	8%
Mental hospital	10%	4%
Military base	2%	0%

in public school buildings. Other instructional settings mentioned are: the YMCA, educational counseling centers, housing projects, restaurants, and migrant labor camps.

e. Support Services

Program directors were asked to indicate the type of support services provided for ABE students and whether each service is provided by the ABE program, the general college, or both. Table 3.9 indicates the percentage of programs offering each service. With the exception of off-campus class site rental fees and on-campus classroom space, the majority of the support services are provided by the ABE program as opposed to the general college. Many services are offered through the ABE program as well as the general college. Thirty-three percent of the ABE programs offer student transportation services. Twenty-six percent of the ABE programs offer child care services.

Table 3.9 Support Services Provided for ABE Students, Fiscal Year 1987-88.

	Percent Providing Service Through:			Percent Not Providing Service	Percent Provided by Other Means
Support Service	ABE	College	Both		
Educational counseling	25%	18%	47%	10%	0%
Personal counseling	45%	6%	35%	14%	0%
Student transportation	33%	2%	4%	59%	2%
Child care	26%	9%	2%	61%	2%
Learning disability/educational handicap screening	13%	11%	11%	66%	0%
On-campus classroom space	14%	25%	45%	16%	0%
Rental for off-campus class sites	15%	22%	63%	0%	0%

f. Program Directors' Assessments of ABE Program

Section IV of the Program Director Survey focused on ABE directors' experiences in instructing ABE students and their overall assessment of the

effectiveness of the ABE program at their respective institutions. Eighty-two percent of the directors reported that they had taught ABE students at some time in the past. Of these persons, 16 percent had taught less than one year; 54 percent had taught one to five years; 22 percent had taught six to ten years; and 8 percent had taught more than ten years.

Fifty percent of the directors reported that they had taught in a large classroom setting (ten or more students); 60 percent had taught in a medium-sized classroom (five to ten students); 36 percent had taught in small classrooms (five or fewer students); and 40 percent reported that they had provided individualized instruction.

Program directors were asked to rate the effectiveness of various instructional settings and techniques in teaching ABE students. Forty-six percent of the directors felt that a small classroom was superior to other classroom settings in terms of effectiveness with ABE students at the 0-4 grade level. Twenty-six percent rated individualized instruction as the most effective method for this group. For the fifth through eighth grade levels, instructors rated the medium-sized class as the most effective instructional setting (58 percent).

Program directors were also asked what instructional techniques were most effective with ABE students. The technique cited most commonly as the most effective was classroom instruction supplemented by individualized instruction and computer-assisted instruction. Some directors noted that the combination of the types of techniques varies depending upon the level of the students.

Program directors were asked what type of assistance they would need in order to improve specific services in their programs. Table 3.10 indicates that directors view funding as a primary need in improving all program components except volunteer training, student goal assessment, and pre-posttesting. The need for additional training was mentioned by at least 30 percent of respondents with respect to pre-service training, in-service training, volunteer training, student goals assessment, pre- and posttesting, measuring academic gains, and student record-keeping. Half of the program directors also noted the need for additional funding to support clerical staff and to hire recruitment specialists.

Table 3.10 Type of Improvement Needed in ABE Program, Fiscal Year 1987-88.

Program Component	% Citing Need by Type Improvement Needed*				
	Funding	Training	Both	None	Not App**
Publicity/advertising	69%	0%	24%	7%	0%
Staff in-service training	36%	31%	26%	5%	3%
Staff pre-service training	32%	37%	22%	5%	5%
Volunteer training	21%	33%	19%	12%	14%
Child care	52%	0%	2%	7%	39%
Student transportation	63%	2%	2%	2%	30%
Student goals assessment	26%	37%	3%	32%	3%
Pretesting and posttesting	22%	39%	10%	24%	5%
Measuring academic gains	26%	40%	5%	24%	5%
Record-keeping on student performance	34%	43%	7%	14%	2%
More full-time instructors	85%	0%	0%	6%	9%
More full-time administrators	79%	0%	0%	12%	10%
More full-time recruiters	82%	0%	5%	7%	7%
More assessment/retention specialists	65%	7%	2%	15%	11%
Additional/adequate class sites	54%	0%	0%	38%	8%
Instructor supervision	64%	13%	8%	11%	5%
Reduction of paperwork	59%	27%	5%	2%	7%
Educational counseling	51%	14%	21%	7%	7%
Personal counseling	47%	12%	21%	14%	7%
Paid preparation time for instructors	94%	0%	0%	0%	6%

* Due to rounding error, rows may not add to 100 percent.

** Some respondents indicated that the service in question was not applicable because it was not offered in their programs.

Program directors were asked to rank order the five greatest needs in their programs. The need that was ranked first most frequently was recruiter training and improvement of recruitment in general (mentioned by 18 percent of respondents), followed by the need for hiring more assessment/retention specialists. Responses to this question were also combined to reflect the total number of times each item was mentioned as a need. The results of this analysis are reported in Table 3.11 below.

Table 3.11 ABE Program Needs Cited by Directors, Fiscal Year 1987-88.

Rank Ordering of Need		# of Times Need was Cited
1.	Staff development	27
2.	Additional recruiters and training for recruiters	23
3.	More support money to hire additional personnel	20
4.	More assessment/retention specialists	17
5.	More money to fund child care services	10

Program directors were also asked to indicate the type of in-service training they had received within the past year. Eighty-nine percent of the directors stated that they had attended locally sponsored training. Ninety-six percent of the program directors had attended regional training, ninety-eight percent had attended state-sponsored training, and ten percent had attended out-of-state training during the past year. Table 3.12 indicates the areas in which ABE program directors or representatives of their staff received training during the year. The most common areas in which staff received training were in student retention and recruitment methods and in improving teaching techniques.

Directors were also asked to indicate the areas in which they need additional training (see Table 3.13). Student retention (64 percent) was the most commonly mentioned area in which directors felt the need for additional training, following by motivation techniques (62 percent).

Table 3.12 In-Service Training Received by Program Directors or Their Staff, Fiscal Year 1987-88.

Area of Training	Percent Receiving Training
Development of curriculum materials	62%
Teaching techniques	86%
Motivating students	62%
General work with adult learners	76%
Use of computer-assisted instruction	48%
Student recruitment	88%
Student retention	88%
Administering ABE budget	18%
Statistical reporting	48%

Table 3.13 Needs for Additional Training Cited by Program Directors, Fiscal Year 1987-88.

Area of Training	Percent Needing Training
Development of curriculum materials	56%
Teaching techniques	40%
Motivating students	62%
General work with adult learners	26%
Use of computer-assisted instruction	44%
Student recruitment	58%
Student retention	64%
Administering ABE budget	42%
Statistical reporting	60%

Program directors were asked to comment on the adequacy of in-service and pre-service training in their programs. Fifty percent of program directors felt that the time allocated for in-service training of instructors is sufficient. However, 70 percent felt that the time allocated for pre-service training of instructors is insufficient and 65 percent felt that the time allotted to overall training of recruiters and retention specialists is insufficient as well. Directors were also asked to what degree the in-service training they had received was useful in their work with instructors. Forty percent felt that the training had been very useful; 54 percent felt it had been somewhat useful; and 6 percent stated that the training was not useful.

2. *Instructors*

a. Characteristics of Instructors

Twenty-one percent of the 191 instructors who completed the survey were male and 79 percent were female. Sixty-nine percent were white and 31 percent percent were black. The average age of instructors responding to the survey was 43 (age ranged from 21 to 73.) Fifty-two percent of the instructors had been teaching ABE for one to five years and 26 percent had taught for six or more years. Twenty-two percent had been teaching less than one year. Most instructors (59 percent) had completed college and 33 percent had attained graduate degrees. The most common degree area was elementary education (38 percent). Other common degree areas were fairly evenly distributed among instructors: social science (13 percent), administration (10 percent), and English (9 percent). Additional degree areas reported by instructors were adult education, math, science, special education, art, physical education, reading, and home economics.

b. Instructional Duties and Time

The majority of instructors (88 percent) teaching in the areas of reading, grammar and math taught both Level I (grade level zero through four) and Level II (five through eight) ABE classes within their respective areas. Seventy percent of the English instructors also taught English as a Second Language (ESL). Instructors within specific subject areas provided individualized instruction at the following rates: reading (31 percent), grammar (25 percent), and math (23 percent).

Sixty-four percent of the instructors reported having had experience teaching in large classroom settings of ten or more students; 83 percent had taught in medium sized classrooms (five to ten students), and 57 percent had taught in small classrooms (five or fewer students). Fifty-eight percent had provided individualized instruction. Overwhelmingly, instructors felt that the small class (70 percent) and individualized instruction (67 percent) were the most effective techniques for teaching adults in Level I (grade levels 0 - 4). Less than one percent rated the large class as the most effective. For Level II (grade levels 5 - 8), instructors rated the medium-sized classroom setting as the most effective (69 percent), followed by the small classroom settings (47 percent), individualized instruction (45 percent), and the large classroom setting (15 percent).

Fifty-five percent of the instructors responding to the survey worked 10 hours or less per week teaching ABE during the study period. Twenty-one percent of the instructors taught 11-19 hours per week; 14 percent of instructors taught 20 to 30 hours per week and 9 percent taught more than 30 hours per week. The average number of teaching hours per week by instructors was 14. Ninety-seven percent of instructors were paid for all the hours they taught during this period.

c. Work with Students

The average class size for the majority of ABE classes is 10 or fewer students. These figures are reported in Table 3.14.

Table 3.14 Average Number of Students Per Class Taught by ABE Instructors, Fiscal Year 1987-88.

Average Number of Students Per Class	Percent of Instructors Working With Students
1-10	70%
11-20	25%
21 or more	5%

Instructors were asked if they had experienced any of the problems listed in Table 3.15 in teaching adults. The most common problem experienced by instructors was that there are students at different grade levels in the same class (mentioned by 67 percent of instructors). Other problems mentioned were that students are embarrassed to attend class, students do not have enough time to study because of other responsibilities, and that students are impatient with the slow rate of progress they make in class.

Table 3.15 Problems Encountered by ABE Instructors in Teaching Adults.

Problems	Percent of Instructors
Too many students in class	28%
Students lack motivation	39%
Poor instructional materials	14%
Students had been out of school too long	28%
Students of different levels in the same class	67%
Students lack maturity	25%

d. Assessment of ABE Program

Instructors were asked to indicate the amount of improvement needed in various aspects of their programs using the responses: "a great deal," "some," "little," or "none" (See Table 3.16). The three service areas identified most often by instructors as needing a great deal of improvement were: paid preparation time for instructors, publicity and advertising services, and reduction of paperwork. Most instructors felt that pre- and posttesting needed little or no improvement.

Table 3.16 Amount of Improvement Needed in ABE Program.

Service	Percent of Instructors By Rating of Improvement Needed*				
	Great Deal	Some	Little	None	Not Applicable
Publicity/advertising	23%	39%	21%	12%	5%
Staff/in-service training	11%	42%	25%	16%	7%
Staff/pre-service training	20%	39%	20%	14%	8%
Volunteer training	17%	26%	22%	12%	24%
Child care	21%	18%	8%	10%	43%
Student transportation	20%	21%	11%	10%	39%
Assessment of student goals	13%	30%	34%	21%	2%
Pre- posttesting	8%	25%	32%	32%	4%
Measuring academic gains	9%	35%	32%	22%	3%
Record keeping on student performance	8%	21%	32%	37%	2%
Reduction of paperwork	23%	25%	28%	23%	0%
Paid preparation time	36%	27%	13%	10%	14%

* Due to rounding errors, some rows do not add to 100 percent.

Instructors were asked to assess the accuracy of a series of statements concerning their work by using the responses "almost always," "sometimes," or "rarely or never." Results of this assessment are shown in Table 3.17. Most instructors felt that they received adequate assistance in developing curriculum materials and that they had received the training they needed to do the job well. The majority of the instructors stated they felt a sense of accomplishment in their job. Only 18 percent of the instructors felt they always had ample time to share ideas with other instructors.

Table 3.17 Instructors' Assessment of Various Aspects of their Work.

Statement	Percent of Instructors*			
	Almost Always	Some-times	Rarely or Never	Does Not Apply
I receive adequate assistance from my supervisor in development and use of curriculum materials.	73%	20%	4%	3%
I am able to give my students sufficient individual attention.	44%	53%	3%	1%
I have ample opportunity to share ideas with other instructors and tutors.	18%	49%	31%	2%
I feel a sense of accomplishment in what I do for students.	85%	15%	0%	0%
I have received the training I need to do my job well.	62%	29%	8%	2%

* Due to rounding errors, some rows do not add to 100 percent.

Instructors were asked a series of questions concerning in-service and pre-service training. Forty percent of the instructors received pre-service training prior to employment as an ABE instructor. Of these persons, 42 percent were paid for the time they spent in training. The average number of hours spent in pre-service training was nine and the average hourly rate was $8.09 with a range of $3.75 to $11.75 per hour.

Seventy-two percent of instructors reported that they had received in-service training during the year prior to the study. The average number of hours spent in training was nine hours. Of the instructors who received in-service training, 70 percent were paid for the training. The rate of pay ranged from $5.00 to $14.25 per hour and the average hourly rate was $8.67. Table 3.18 indicates the areas in which instructors received training during the past year.

Table 3.18 **Areas in which ABE Instructors Received Training in Year Prior to Study.**

Training Area	Percent Receiving Training
Developing of curriculum materials	46%
Teaching techniques (general)	57%
Motivating students	43%
General work with adult learners	52%
Using computer-assisted instruction	21%
Student recruitment methods	31%
Student retention methods	31%

Table 3.19 indicates the areas in which instructors feel they need additional training. As shown, one-half of the instructors felt that they need additional training in computer-assisted instruction. Forty-two percent indicated that they need additional training in teaching techniques.

Table 3.19 **Areas of Additional Training Needs Cited by Instructors.**

Area	Percent Needing Training
Developing curriculum materials	41%
Teaching techniques	42%
Motivating students	39%
General work with adult learners	33%
Using computer-assisted instruction	50%
Student recruitment methods	31%
Student retention methods	41%

Instructors were also asked about the adequacy of time allotted to pre-service and in-service training by their ABE programs. The majority of instructors (53 percent) felt the time allotted to pre-service training was insufficient. The majority (63 percent) felt that the time allotted to in-service training was sufficient. Table 3.20 indicates instructors' assessments of the

usefulness of the in-service training they received during the past year in various areas. Most instructors felt that the training they received in all areas was useful. The training received by instructors for non-instructional work with students, however, was rated as very useful or somewhat useful by less than half of the instructors. Other types of in-service training which were mentioned as being useful were training in student recruitment methods and methods used to conduct GED testing.

Table 3.20 Assessment of Usefulness of In-service Training.

Duties	Percent of Instructors By Rating of Usefulness of Training			
	Very Useful	Somewhat Useful	Not at all Useful	Not App.*
Record-keeping	38%	27%	5%	31%
Professional development	27%	34%	5%	34%
Instructional work with students	35%	39%	2%	24%
Noninstructional work with students	16%	26%	7%	50%

* Not applicable because respondent did not receive training in this area.

e. Problems in ABE Program Identified By Instructors

Instructors were asked to list specific problems that needed to be resolved in their programs. Problems mentioned are listed in Figure 3.1 below. The most commonly mentioned problem areas were the need for instructor training, improved retention procedures, and greater instructor input into program organization.

Figure 3.1 Problems and Areas in Need of Improvement in ABE Programs Cited by Instructors.

Maintenance of numbers of students to yield appropriate class size and hours
Retention procedures
Need for increase in instructor training
Low pay of instructors
Publicity/recruitment procedures
Overall program funding
Need for more support services/personal counseling for students
Need for instructor input in program organization
Improved facilities and equipment; more facilities
Improved materials

f. Instructors' Recommendations for Improving ABE Programs

Instructors were asked to give general recommendations concerning ways to improve North Carolina's ABE programs. These recommendations are summarized in Figure 3.2 below.

Figure 3.2 Recommendations for Improvement of ABE Programs Cited by Instructors.

Reduce class size; decrease student/instructor ratio.
Improve recruitment procedures.
Increase and improve instructor training.
Revise funding formula based on need of institution, not population.
Provide computers for use in mandated documentation.
Provide money to update equipment.
Increase statewide publicity and develop logo for all community colleges.
Fund program for high school graduates functioning below ninth grade level.
Restructure program to avoid overlap between ABE and GED students.
Reduce paperwork.
Eliminate 50/50 reporting system.
Increase or improve means to reach those in grade levels zero through four.

3. *Students*

a. Characteristics of Students

Of the 340 ABE students who were interviewed, 61 percent were female and 56 percent were white. Slightly over half (55 percent) of the students worked full- or part-time while they were enrolled in the ABE program. Of the students that were employed, the majority worked as machine operators, sales or office clerks, or held unskilled service jobs. Students' ages ranged from 16 to 86 (see Table 3.21 below).

Table 3.21 Distribution of Students by Age, Fall Quarter, 1987.

Age Category	Percent of Students
16 to 20	22%
21 to 29	16%
30 to 39	19%
40 to 49	18%
50 to 59	12%
60 and Over	13%

b. Years of School Completed

The number of years of school completed by the students is reported in Table 3.22 below. The majority of the students (59 percent) reported completing from one to three years of high school prior to entering the ABE program. Thirty-eight percent of the student respondents had completed eight or fewer years of school.

Table 3.22 Distribution of Students by Years of School Completed.

Years of School Completed	Percent of Students*
8 or fewer	38%
9	23%
10	24%
11	12%

* Ten students (about 3 percent) reported finishing the 12th grade but were taking classes to improve their basic reading/writing skills.

c. Age Students First Quit School

Students were asked to report their age at the time they first dropped out of school. The majority of students reported quitting school when they were 16 or 17 years old (see Table 3.23). Twenty-nine percent of the students quit at age 15 or younger.

Table 3.23 Distribution of Students by Age They First Quit School.

Dropout Age	Percent of Students*
Less than 16 years	29%
16 years	33%
17 years	28%
18 years	8%
19 to 20 years	1%

*Due to rounding errors, column may not add up to 100 percent.

d. Reasons Students Quit School

Students were asked to list all reasons why they had decided to quit school. The most frequently reported reason for quitting school was "no interest in school" (24 percent). The next most frequent response was that the student had to get a job (19 percent). Getting married (16 percent) or expecting a baby (6 percent) were other reasons students gave for quitting school; having to work on the farm was mentioned by 10 percent, and "flunking out" was mentioned by 8 percent of the students. Other students reported that they quit school because their parents objected to schooling, they lacked transportation, or because of health or personal reasons.

e. Enrolling in Literacy Programs

Eighty-six percent of the students reported that it was very easy to enroll in a literacy program once they had decided to get help with reading or other basic skills. Eighty-four percent of the students interviewed thought that enough was being done to let adults know where to go for educational services. Of those who felt more should be done to inform adults, most suggested that more advertising was needed. The majority of students said they first found out about the program from friends and relatives (59 percent).

f. Why Students Enrolled In Program

Students enrolled in ABE programs were also asked to report reasons they had decided to return to school. The primary reason reported by students was self-improvement, i.e., wanting a diploma (61 percent). Twenty-seven percent of the students said that getting a job or a better job was their motivation for returning to school. The remaining students simply wanted to further their education.

g. Class Location

Students attend classes at a variety of locations throughout their communities. Thirty-six percent of the students reported attending classes at the local community college. Other sites where students attended ABE classes include public school buildings (17 percent), neighborhood centers (17 percent), work settings (10 percent), churches (9 percent), university buildings (6 percent) and miscellaneous sites (5 percent). About 80 percent of the students reported that the time(s) and day(s) their classes met were very convenient.

h. Transportation/Child Care Needs

Only 11 percent of the students in the survey reported having transportation problems. Eighty-eight percent of the students reported that the program they attended did not provide help with transportation. Of those who needed transportation, the instructor was the primary provider of transportation.

Thirty percent of the students reported having a child under the age of twelve. Of these students, 28 percent reported having missed class because of child care problems. Ten students reported that the program or tutor helped with child care. Six students indicated that a day care center is provided by the ABE program.

i. Instructional Techniques

Students reported receiving instruction through a variety of techniques in their program of study. These techniques are listed below with the students' ratings of how the techniques helped them to learn. As indicated in Table 3.24, the majority of students rated each method as having helped them a lot, except those in the large group classroom setting. Regardless of the instructional technique used, students rated materials used in their classes as either very interesting and somewhat interesting, 44 and 50 percent,

respectively. Only 6 percent of the student respondents considered the materials used in their classes uninteresting.

Table 3.24 Distribution of Students by Instructional Techniques Used and Effectiveness Rating, Fall Quarter, 1987.

Instructional Techniques	Percent Used	How Much Method Helped Student Learn			
		A Lot	Somewhat	None	Don't Know
Learning center	40 %	78 %	17 %	5 %	0%
Video tapes	13 %	66 %	27 %	7 %	0%
Computers	38 %	68 %	29 %	2 %	1%
Watched TV at home	16 %	53 %	35 %	6 %	6%
Tutored privately	10 %	79 %	18 %	3 %	0%
Classroom:					
Small group	82 %	82 %	16 %	2 %	0%
Large group	48 %	30 %	51 %	19 %	0%

j. Time Spent In Class or With Tutor

Students reported spending from one to twenty or more hours in class or with a tutor in an average week. Sixty-four percent of the students spent 6 hours or less, 19 percent spent 7 to 12 hours, 12 percent spent 13 to 20 hours, and 5 percent spent over 20 hours per week in class. Students were asked if the time they spent in class or with their tutor was too much, just the right amount, or too little. Seventy-three percent of the respondents felt that the time they spent in ABE instruction was just right. Approximately 4 percent felt that the time spent was too much and 24 percent felt that they needed more time in class or with a tutor.

k. Satisfaction With Instructors

Ninety-six percent of the students said "no" when asked if anything about their instructor or where classes were held bothered them. Ninety-one percent said they usually enjoyed the time that they spent with their instructors. The student respondents stated that they understood what was

going on in class most of the time (60 percent) or some of the time (38 percent).

l. Satisfaction With Program/Training

Students were asked to report how satisfied they were with their overall training. Sixty-eight percent responded that they were very satisfied with the help and basic skills training that they had received, 30 percent were satisfied; and 2 percent reported being dissatisfied with their program. Of the eight students who were not satisfied with their training, six stated that they were dissatisfied because they disliked the instructor or the materials. Those who were satisfied with the program gave a variety of reasons which are listed in Figure 3.3 below.

Figure 3.3 Reasons Given by Students for Liking ABE Program.

Reasons for Liking Program
Like learning in general
Quality of help/instructors
Ability to work at own pace
Overall atmosphere
Locale convenient
Computers
Time convenient

Students were asked how they could be helped more by the instructor/tutor. The primary response given was to provide more individual instruction. The need for better instruction, location, equipment and hours were also given as responses by a number of students.

m. Ways Students Plan to Use New Skills

Students were presented with a list of ways in which they might use their newly-acquired skills. Most students selected at least two new ways they would use these skills. The responses are listed in Table 3.25 below.

Table 3.25 Number of Students by How They Will Use New Skill, Fall Quarter, 1987.

How Student Will Use New Skill	Number of Students Responding "Yes"
Use to be promoted or to perform better in current job.	112
Use to assist in obtaining employment.	149
Use to change jobs.	147
Use to seek further education such as vocational or trade school.	240
Use to read stories to children or to help children with homework.	153
Use to be more confident in daily activities/personal satisfaction.	301
Use to stop being afraid that others will learn that I can not read.	81
Use to inform/help others.	14

n. Prior Enrollments

Eighty-four of the respondents (25 percent) reported having been enrolled in an ABE class or signed-up with a tutor at an earlier time. Of these students, 69 percent had been enrolled only once before, 35 percent had been enrolled twice before, and 7 percent had been enrolled three or more times before. Conflicts with work, feeling like they were not learning, or having moved, were the major reasons students gave for quitting school the last time they were enrolled.

o. Reasons for Not Enrolling Sooner

Students who were enrolled for the first time were asked why they had not sought help before. The main reasons given by students (ranked from highest to lowest number of responses) are as follows: job responsibilities or conflict, no time, no interest, family responsibilities or conflicts, and not knowing that the program existed or where to go for help.

p. Recommendations for Improving Literacy Programs

Students were asked to make recommendations about how to improve instruction of adult students, how to improve instructional materials, and how to recruit and retain students. The responses are listed in Figure 3.4 below.

Figure 3.4 Student Recommendations for Improving Instruction and Instructional Materials, Recruitment of Students, and Retention of Students.

Improving Instruction and Instructional Materials

- More one-on-one instruction
- More caring/understanding staff
- More convenient hours
- Let students work at home
- Make materials more adult-like, less child-like
- More help from instructor to understand materials

Recruitment of Students

- More advertising on television and radio
- Word-of-mouth/testimony advertising by students
- More encouragement and praise for students
- More support services for students

Retention of Students

- Provide child care
- More variety in programs
- More encouragement and recognition
- Allow smaller classes
- Provide transportation services
- Provide financial aid

IV. SUMMARY AND RECOMMENDATIONS

IV. SUMMARY AND RECOMMENDATIONS

This report describes the methodology and findings of an evaluation of the Adult Basic Education (ABE) Program of the North Carolina Department of Community Colleges. The study was conducted during the summer of 1988 by the Center for Urban Affairs and Community Services at North Carolina State University. The study utilized survey methodology to collect both opinion data and secondary information on aspects of ABE programs such as budgets, student enrollment, and features of the instructional program. Data were collected from ABE program directors and instructors, and students enrolled in ABE classes during the 1987 fall quarter.

The study was designed to explore various aspects of ABE program structure and operation as well as respondents' assessments of the the overall effectiveness of the ABE program. Specific topics of interest covered in the study include the following:

1. program funding and administration;
2. program staffing and staff training;
3. instructional services offered by program;
4. support services offered by program;
5. problems faced by students in attending classes;
6. students' educational experiences such as reasons for quitting school initially and problems in returning to school;
7. respondents' overall assessments of the ABE program; and
8. respondents' recommendations for improving service delivery to adult learners.

Recommendations for improvement to ABE program are based primarily on data collected from respondents. Because there is no uniform, statewide student assessment system or instrument, it is not possible to measure overall student progress across programs in comparison with program inputs.

The following discussion reviews the study methodology and findings and makes recommendations for improvement to ABE programs in North Carolina.

A. Methodology

1. Development and Administration of Survey Instruments

Research project team members designed the survey questionnaires in conjunction with North Carolina Department of Community Colleges personnel. The survey instruments were subsequently reviewed and critiqued by ABE staff in four community colleges and revised prior to administration.

a. Program Director Survey

The program director surveys were sent by mail to directors of all fifty-eight community colleges during the summer of 1988. Fifty directors completed and returned the survey. The program director survey collected data on program administration and components of ABE programs. Specific topics covered in the survey include the following:

1. funding and program expenditures;
2. educational services offered by the program;
3. location and scheduling of instructional services;
4. type of support services offered by the program;
5. educational methods and instructional materials;
6. program staffing and use of volunteers;
7. staff development and training activities;
8. problems encountered in delivery of services; and
9. recommendations for improvement of ABE programs in North Carolina.

b. Instructor Survey

The instructor survey was sent by mail to a random sample of instructors (five per school or a total sample size of 290) in the fifty-eight institutions. A total of 191 instructors returned the survey. The survey focused on characteristics of instructors and their assessment of the

effectiveness of the ABE program. Data collected in the survey include the following:

1. type of instruction provided by respondents;
2. the number of hours per week respondents taught in the ABE program and number of students served;
3. type of instructional materials used in the program;
4. in-service and pre-service training attended by instructors during the past year;
5. problems respondents encounter in delivery of services to students; and
6. respondents' opinions of the effectiveness of various components of the ABE program.

c. Student Survey

Approximately twenty students enrolled in ABE programs during the 1987 fall quarter were selected randomly at each of sixteen North Carolina community colleges. These institutions were selected to reflect the diversity in ABE programs and demographic features of the state, and are listed below:

1. Asheville-Buncombe Technical Community College
2. Caldwell Community College and Technical Institute
3. Central Carolina Community College
4. Central Piedmont Community College
5. Davidson County Community College
6. Durham Technical Community College
7. Gaston College
8. Guilford Technical Community College
9. Lenior Community College
10. Martin Community College
11. Mayland Technical College
12. Piedmont Community College
13. Richmond Community College
14. Sampson Community College
15. Southeastern Community College
16. Tri-County Community College

Three hundred and forty students were interviewed by telephone concerning their ABE education and background. Major issues and topics covered in the interview include the following:

1. background sociodemographic student data;
2. student's reasons for enrolling in the ABE program;

3. student's reasons for quitting school initially;
4. student's assessments of the need for specific services in the ABE program;
5. student's assessments of the effectiveness of the ABE program; and
6. problems student encountered in attending classes and completing the ABE program.

B. Study Findings

1. Program Funding and Administration

ABE program funds are allocated primarily for instructional salaries and benefits. Less than eight percent of the overall budget is spent on any other line item (e.g., administrative, clerical, or other salaries; or instructional materials). Eighty-six of the programs surveyed currently allocate funds for retention and recruitment activities.

Approximately two-thirds of the programs allocate funds for staff development activities although most programs provide such activities with or without funding. Less than a third of the programs allocate funds for counseling services but instructors frequently provide this service in the course of their work with students.

2. Program Staffing and Staff Training

a. Paid Staff

The majority of ABE programs in the sample are administered by one director or coordinator. In most instances this person is responsible for administration of other related programs and, therefore, does not work full-time in the ABE program. Approximately three-fourths of ABE directors do not teach classes currently but have had teaching experience in the past.

Slightly over half of the ABE instructors responding to the survey have completed college and approximately one third hold graduate degrees. The most common area of study among college graduates in the survey was elementary education.

ABE programs typically employ instructors on a part-time, hourly basis. Among the instructors surveyed, the average number of hours per week spent teaching ABE classes is seven. Most instructors teach both Level I and II ABE classes and from ten to twenty-one percent of the instructors provide

individualized instruction in addition to classroom instruction in their respective areas.

Less than half of the instructors surveyed received pre-service training prior to being hired by the program. Of those who did receive training, less than half were paid for the time spent in training. Over three-fourths of the instructors reported receiving in-service training during the year prior to the study. Three-fourths of those receiving training were paid for the time spent in training. Slightly over half of the instructors rated the time their program allots to pre-service training as sufficient; sixty-three percent felt that the time allotted to in-service training was sufficient.

b. Volunteers

Eighty-four percent of the programs surveyed use volunteers in the ABE program. Program directors who do not use volunteers reported that they had no one to supervise the volunteers and that they needed additional training in how to effectively use and manage volunteers.

Volunteers are used most commonly for retention and outreach activities and one-on-one tutoring. Among the fifty programs, volunteers contributed an average of 497 hours per program in one-on-one tutoring activities, 538 hours in retention activities, and 309 hours in outreach activities during Fiscal Year 1988. Other assistance provided by volunteers was in the areas of transportation services, child care, workshops, classroom instruction, and clerical or support services.

3. *Instructional Services Offered by Program*

a. Location and Structure of ABE Classes

ABE classes are offered in a wide variety of settings to accommodate the schedules and special needs of adult students. The most common settings for ABE classes are community college campuses, public school buildings, and churches followed by community centers, and business or industries. ABE classes are also held in libraries, sheltered workshops, nursing homes, mental hospitals, halfway houses, housing projects, migrant labor camps, and military bases.

The instructional techniques or formats used most frequently in the programs surveyed are classroom instruction, computer-assisted instruction, and one-on-one tutoring. Slightly over half of the programs sponsor learning laboratories. Other techniques or formats which are less prevalent include audio-tape instruction and cable television instruction.

The majority of instructors taught an average of one to ten students per class during Fiscal Year 1988. Slightly over one-fourth taught more than ten students per class on the average. Most instructors responding to the survey have had experience teaching in large, medium, and small classes. A smaller number of program directors have had experience in all three settings. Directors and instructors felt that the optimum class size for Level I (grades 0-4) ABE students is five or fewer students or individualized instruction. For ABE Level II (grades 5-8) students, the medium-sized classroom (five to ten students) was rated the most effective.

b. Assessment of Student Progress in ABE Classes

Forty-nine of the fifty programs use some type of pre- posttest system for placement or to track student progress in the ABE program. The majority of programs use a combination of standardized tests as well as tests devised in-house for assessment of students in reading, grammar, and math classes. The most commonly used pre- and posttests in reading and grammar are in-house tests; in math, the WRAT is used most commonly for pretesting and in-house tests are used most often for posttesting.

4. *Support Services Offered by ABE Programs*

ABE students are provided with various support services offered either through the ABE program, the general college, or both. Most programs in the survey reported that educational and personal counseling are offered through the program, the college, or both. Fifty-nine, sixty-one, and sixty-six percent of the programs reported that student transportation, child care, and screening for educational handicaps, respectively, are not provided. In the case of student transportation and child care, the services are provided by an outside party in only two percent of the programs.

5. *Students' Experiences in School Previously and Currently*

a. Reasons for Quitting School

Over sixty percent of students surveyed quit school initially at age sixteen or seventeen. Most students quit school because they had no interest in school or they had to get a job. Other common reasons for quitting were that the student got married or was expecting a baby. Most students heard about the ABE program through friends or relatives. Students stated that they enrolled in the ABE program for self-improvement or to get a diploma.

b. Students' Problems in Enrolling in ABE and Attending Classes

Students reported that enrolling in the ABE program was relatively easy and that they were satisfied with the time and location of their classes. Approximately one third of the students surveyed had a child under age twelve. Of these students, slightly less than a third had missed classes because of child care problems.

Most students reported having no problems in transportation to class at the current time. When students did seek help with transportation, the instructor was the primary provider.

c. Students' Assessments of ABE Program

Students were generally positive about their ABE classes and materials. Students uniformly rated instructional techniques such as small classroom, learning center, video, computer-assisted instruction, and private tutoring as very useful in helping them learn. The only instructional technique that was rated as only "somewhat useful" was the large classroom setting.

Likewise, students were generally satisfied with their instructors and felt that they usually understood what was presented in class. Sixty-eight percent of the students stated that they were very satisfied with the ABE education they were receiving. Students felt that they could be helped in the ABE program by having more individual instruction and better instruction in general.

C. Recommendations for Improving Delivery of Services in ABE Programs

1. Recommendations of Program Directors and Instructors

All respondents in the study were asked to make suggestions or recommendations concerning how ABE programs might be improved. The most common suggestions made by directors and instructors are reported in Figure 4.1. These comments fall into five major categories as listed below.

a. Student Recruitment and Program Publicity

Program directors and instructors expressed concern about the methods used and the attention given to recruiting ABE students and indicated that additional time and funding are needed to support recruitment staff. Additionally, respondents noted that ABE programs need more publicity on a statewide basis and recommended development of a statewide program logo.

b. Student Retention

Respondents stressed the need for more and improved recruitment procedures in ABE programs. Most program staff felt that additional retention specialists and training for these staff were needed in order to assure student completion of ABE programs.

c. Professionalization of ABE Instructional Staff

A major concern of both program directors and instructors related to the role of the instructor. Respondents noted that additional staff training for instructors is needed and that funding should be allocated to support instructor training. Instructors expressed concern about the pay level of their positions.

Study findings support the recommendation that instructor positions should be professionalized. Such an action would involve hiring more full-time instructors, providing funding for instructor pre- and in-service training, and providing a statewide networking system through which instructors can share ideas and provide support for colleagues.

d. Class Structure and Composition

Instructors and directors were concerned about the ratio of students to instructors in ABE classes and felt that class size should be reduced. Likewise, instructors stressed that having students of varying levels in the same class presented a problem from an instructional standpoint.

e. General Funding Formula for ABE Programs

Program staff stressed that the overall funding formula used in ABE programs is too inflexible to allow program staff to provide services as needed at the local level.

Figure 4.1 Directors' and Instructors' Recommendations for Improving ABE Programs.

1. Reduce class size; decrease student/instructor ratio.
2. Improve recruitment procedures.
3. Increase and improve instructor training.
4. Revise funding formula to allow more flexibility at local level.
5. Provide computers for use in mandated documentation.
6. Provide money to update equipment.
7. Increase statewide publicity; develop logo for all community colleges.
8. Fund program for persons with high school credentials who function below a ninth grade level.
9. Restructure program to avoid overlap between ABE and GED students.
10. Reduce paperwork.
11. Eliminate 50/50 reporting system.
12. Increase or improve means to reach those in grade levels 0-4.
13. Increase instructors' salaries.
14. Improve materials and instructor training in use of materials.
15. Provide more and better support services.
16. Provide better facilities and equipment.

2. *Students' Recommendations*

Student recommendations mirrored those of instructors and directors in many respects. Students also agreed that class size should be reduced and stressed the need for more individualized instruction. Students felt that program publicity should be increased--particularly through television and radio advertising and by using current or former students for word-of-mouth advertising.

Students stressed the need for program staff to be more understanding and to provide more assistance in helping them understand materials used in class. Students also recommended improving and lowering the cost of instructional materials and increasing support services such as child care and transportation.

Figure 4.2 Students' Recommendations for Improving ABE Programs.

1. Provide more one-on-one instruction.
2. Staff should be more caring and understanding.
3. Class hours should be more convenient.
4. Let students work at home.
5. Make materials more adult-like, less child-like.
6. Instructors should provide more assistance in helping students understand materials.
7. Lower cost of instructional materials.
8. Provide more advertising on television and radio as well as word-of-mouth/testimony advertising by students.
9. Give students more encouragement, praise, and recognition.
10. Provide more support services such as transportation for students.
11. Provide child care for students.
12. Increase variety in programs.
13. Lower class size.
14. Provide financial aid for students.

D. Implications

The findings reported in this study suggest the ABE programs in North Carolina are providing a valuable service for adults who wish to complete or further their education. Program directors, instructors, and students generally reported satisfaction with the ABE program and its overall usefulness for students.

The study identifies several areas in which ABE programs may need improvement or revision. These areas identified by study respondents are discussed below.

1. Program Operation

Study respondents felt that the current funding formula is too rigid to account for differences in ABE programs at the local level. Inflexibility in line item funding may prevent local administrators from allocating funding to specific needs within their programs. As a result, some services may be provided with or without funding and, thus, without assurance that the service is provided adequately or consistently.

2. *Professionalism of the ABE Instructors' Position*

The ABE instructor is a key player in the students' success in ABE programs. Although the majority of ABE instructors in North Carolina are highly qualified professionals, the structure of the ABE program does not allow them the benefits normally accorded to a professional. Most instructors are hired on a part-time basis and receive little pre-service training.

Recommendations for professionalizing the role of ABE instructors are as follows:

a. Hire more full-time, salaried instructors.
b. Pay instructors for time spent in professional activities and pre-service training.
c. Pay instructors for some of preparation time they spend in preparing for their classes.
d. Establish a statewide in-service training program for ABE instructors.

3. ***Recruitment and Retention of ABE Students.***

The key factors influencing the success of ABE programs are recruitment of students into ABE and assurance that they complete the specified program of study. The recent provision for employment of recruiters and assessment/retention specialists has resulted in a significant increase in emphasis on student retention. Recommendations for further increasing student recruitment and retention are as follows:

a. Employ more full-time recruiters and retention specialists.
b. Increase advertising efforts through television and radio.
c. Increase word-of-mouth advertising by current and former students.
d. Decrease size of ABE classes to more adequate individual attention for students.

V. REFERENCES

V. REFERENCES

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VI. APPENDICES

A. PROGRAM DIRECTOR SURVEY
B. INSTRUCTOR SURVEY
C. STUDENT SURVEY

APPENDIX A: PROGRAM DIRECTOR SURVEY

ADULT BASIC EDUCATION PROGRAM EVALUATION

North Carolina Department of Community Colleges

ABE Program Director Survey

DIRECTIONS FOR COMPLETING SURVEY

1. Circle the number that indicates the correct response to each question.

2. Circle only one number for each question unless directed to "circle all that apply."

3. Answer all questions unless directed to skip a question based on a previous response.

4. Instructions for completing individual questions are listed in **bold type** and enclosed in parentheses ( ).

NAME OF INSTITUTION:_____

ABE PROGRAM DIRECTOR:_____

TELEPHONE: (____)_____

PLEASE LIST JOB TITLES OF OTHER PERSONS WHO PROVIDED INFORMATION FOR COMPLETION OF THIS FORM.

_____

_____

_____

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Card 01 1-2

ID _____ 3-7

I. PROGRAM FUNDING

1. Please indicate the amount of ABE program funds that were available from the following sources between July 1, 1987 and June 30, 1988. **(Round to the nearest dollar.)**

Source	Amount	
Federal,state, and local	$_____.00	8-13
Other **(Specify below)**		
_____	$_____.00	14-21
_____	$_____.00	22-29
TOTAL	$_____.00	30-36

2. Please indicate the amount of ABE program funds available for each of the major categories of expenditures listed below from July 1, 1987 through June 30, 1988. **(Round to the nearest dollar.)**

Expenditure	Amount	
Administrative salaries/benefits	$_____.00	37-42
Instructional salaries/benefits	$_____.00	43-48
Clerical salaries	$_____.00	49-54
Guidance & counseling salaries/benefits	$_____.00	55-60
Recruiters salaries/benefits	$_____.00	61-66
Assessment/retention salaries/benefits	$_____.00	67-72
Instructional supplies/books	$_____.00	73-78
Other **(Specify below)**		
	Blank 1	79-80
	Card 02	1-2
	Dup ID	3-7
_____	$_____.00	8-15
TOTAL _____	$_____.00	16-22

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3. Between July 1, 1987 and June 30, 1988 were ABE program funds explicitly allocated or assigned to the following non-instructional functions? **(Do not include instructional salaries unless specific portions of instructors' time are allocated to non-instructional duties. List the average number of hours per week worked by all staff listed in each area.)**

Were Program Funds Allocated for...

a. **Recruitment/Retention?**

Yes.....1 | 23
No.....(Go to b).....2

If Yes: Number of staff assigned to function_____ | 24-26
Average hours per week for all staff_____ | 27-29

b. **Staff training/development?**

Yes.....1 | 30
No.....2

If Yes: Number of staff assigned to function_____ | 31-33
Number hours training in past year_____ | 34-36
If No: Is the service provided? Yes.....1 | 37
No.....2

c. **Counseling?**

Yes.....1 | 38
No.....2

If Yes: Number of staff assigned to function_____ | 39-41
Average hours per week for all staff_____ | 42-43
If No: Is the service provided? Yes.....1 | 44
No.....2

---

4. How many additional students could your program accommodate without additional funding without lowering the quality of instruction?

— — — | 45-47

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II. PROGRAM STAFFING

5. a. How many ABE directors or coordinators does your program have? — — 48-49

b. How many of these work full-time (40 or more hours per week) exclusively in the ABE program (excluding GED, AHS, and Comp Ed.)? — — 50-51

c. How many of these directors/coordinators also teach? — — 52-53

Blank 2 54-80

Card 03 1-2
Dup ID 3-7

6. Please indicate the number of **paid** personnel (excluding program directors) employed in your ABE program between July 1, 1987 and June 30, 1988 and whether they are full-time (40 hours per week) or part-time (less than 40 hours per week) **in the ABE program (excluding GED, AHS, and Comp Ed.)**. **(For part-time staff, indicate the total hours per week worked by these persons.)**

Type Position	Full-time ABE		Part-time ABE		
	Number	Hours/wk.	Number	Hours/wk.	
Instructors	— —	— —	— —	— — —	8-18
Assessment/Retention Specialists	— —	— —	— —	— — —	19-29
Recruiters	— —	— —	— —	— — —	30-40
Support/clerical staff	— —	— —	— —	— — —	41-51
Tutors	— —	— —	— —	— — —	52-62
Other (List by type)					
_____	— —	— —	— —	— — —	63-75
				Blank 3	76-80
				Card 04	1-2
				Dup ID	3-7
_____	— —	— —	— —	— — —	8-20

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7. What is the average hourly pay rate for instructors in the ABE program?

$\$___.__$ 21-25

8. Of the paid instructors in your program, how many hold a college degree?

Number full-time __ __ 26-27

Number part-time __ __ 28-29

9. Does your program use volunteers? Yes....**(Go to question 10)**.....1 30
No....**(Go to question 11)**.....2

10. Please indicate the number of volunteers who serve in the positions listed below and the TOTAL hours they contributed from July 1, 1987 through June 30, 1988.

Position	Number of Volunteers	Hours Contributed in FY 88	
Classroom instruction	— — —	— — —	31-36
One-on-one tutoring	— — —	— — —	37-42
Outreach/recruitment	— — —	— — —	43-48
Retention activities	— — —	— — —	49-54
Clerical/support services	— — —	— — —	55-60
Transportation services	— — —	— — —	61-66
		Blank 4	67-80
		Card 05	1-2
		Dup ID	3-7
Other (Specify below)			
_____	— — —	— — —	8-15
_____	— — —	— — —	16-23
_____	— — —	— — —	24-31

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11. What are the major reasons that your program doesn't use volunteers? **(Circle all that apply.)**

Volunteers are unreliable	1	32
Have had bad experiences with volunteers in the past	1	33
No staff available to supervise volunteers	1	34
Need training on how to recruit and coordinate volunteers	1	35
Have been unsuccessful in recruitment efforts	1	36

Other **(List below)**

_____ 37-38

_____ 39-40

_____ 41-42

_____

III. INSTRUCTIONAL SERVICES AND CURRICULA

12. A. On the average, how many classes per quarter from July 1, 1987 through June 30, 1988 did the ABE program conduct?

— — — 43-45

B. Does this number include ABE classes combined with any of the following? **(Circle all that apply.)**

GED	1	46
AHS	1	47
Comp. Ed	1	48
ESL	1	49

Do Not Write In This Space *For Editor Only*

13. Please estimate the percentage of students who were involved in each of the following activities from July 1, 1987 through June 30, 1988.

Instructional Technique/Format	Provided by ABE Program? Yes	No	If Yes: Percentage of Students In Fiscal Year 88	
Classroom instruction	1	2	__ __ __	50-53
ABLE Center	1	2	__ __ __	54-57
Computer-assisted instruction	1	2	__ __ __	58-61
Learning Laboratory	1	2	__ __ __	62-65
One-on-one tutoring	1	2	__ __ __	66-69
Audio-tape instruction	1	2	__ __ __	70-73
Cable t.v. instruction	1	2	__ __ __	74-77
			Blank 5	78-80
			Card 06	1-2
			Dup ID	3-7
Other....(Specify below).....				
_____	1	2	__ __ __	8-13
_____	1	2	__ __ __	14-19
_____	1	2	__ __ __	20-25
_____	1	2	__ __ __	26-31
_____	1	2	__ __ __	32-37
_____	1	2	__ __ __	38-43

Do Not Write In This Space *For Editor Only*

14. Does your program use a pre- posttest system to determine student placement upon entry into the ABE program and student progress in ABE?

Yes

Pretests only.....1 44

Posttests only.....2

Both pre- and posttests.....3

No .....**(Go to Question 16)**.....4

15. Indicate which of the following pre- and posttests your program uses in reading, grammar, and math skills. **(For each test, circle "1" or "2".)**

A. Reading

	Pretest in reading		Posttest in reading		
	Yes	No	Yes	No	
TABE	1	2	1	2	45-46
WRAT	1	2	1	2	47-48
ABLE	1	2	1	2	49-50
Carter	1	2	1	2	51-52
Nelson	1	2	1	2	53-54
RFU	1	2	1	2	55-56
Steck-Vaughn	1	2	1	2	57-58
In-house tests	1	2	1	2	59-60
SORT	1	2	1	2	61-62
Other....(Specify below).....					
_____	1	2	1	2	63-66
_____	1	2	1	2	67-70
_____	1	2	1	2	71-74
_____	1	2	1	2	75-78
				Blank 6	79-80

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B. Grammar

Card 07 | 1-2
Dup ID | 3-7

	Pretest in grammar		Posttest in grammar		
	Yes	No	Yes	No	
TABE	1	2	1	2	8-9
ABLE	1	2	1	2	10-11
Carter	1	2	1	2	12-13
Nelson	1	2	1	2	14-15
Steck-Vaughn	1	2	1	2	16-17
In-house tests	1	2	1	2	18-19
Other....(Specify below).....					
_____	1	2	1	2	20-23
_____	1	2	1	2	24-27
_____	1	2	1	2	28-31

C. Math

	Pretest in math		Posttest in math		
	Yes	No	Yes	No	
TABE	1	2	1	2	32-33
WRAT	1	2	1	2	34-35
ABLE	1	2	1	2	36-37
Carter	1	2	1	2	38-39
Nelson	1	2	1	2	40-41
Steck-Vaughn	1	2	1	2	42-43
In-house tests	1	2	1	2	44-45
Other....(Specify below).....					
_____	1	2	1	2	46-49
_____	1	2	1	2	50-53
_____	1	2	1	2	54-57

Blank 7 | 58-80

Do Not Write In This Space *For Editor Only*

Card 08 1-2
Dup ID 3-7

16. Between July 1, 1987 and June 30, 1988, in which of the following settings did the ABE program provide classroom instruction or tutoring? **(Circle yes or no for each column.)**

Setting	Classroom Instruction Yes	Classroom Instruction No	Tutoring Yes	Tutoring No	
Public school building	1	2	1	2	8-9
Community college	1	2	1	2	10-11
College/university	1	2	1	2	12-13
Library	1	2	1	2	14-15
Church	1	2	1	2	16-17
Community center	1	2	1	2	18-19
Students' homes	1	2	1	2	20-21
Volunteer tutors' homes	1	2	1	2	22-23
Correctional facility	1	2	1	2	24-25
Business/industrial setting	1	2	1	2	26-27
Sheltered workshop	1	2	1	2	28-29
Halfway houses	1	2	1	2	30-31
Nursing homes	1	2	1	2	32-33
Mental hospital	1	2	1	2	34-35
Military base	1	2	1	2	36-37
Other institutions **(Specify below)**					
_____	1	2	1	2	38-41
_____	1	2	1	2	42-45
Gov't agencies **(Specify below)**					
_____	1	2	1	2	46-49
_____	1	2	1	2	50-53
Other **(Specify below)**					
_____	1	2	1	2	54-57
_____	1	2	1	2	58-61

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17. Which of the following support services were provided for ABE students between July 1, 1987 and June 30, 1988 in your college? **(Circle only one answer for each item.)**

Support Service	Provided by: ABE Yes	College Yes	Both Yes	
Educational counseling	1	2	3	62
Personal counseling	1	2	3	63
Student transportation	1	2	3	64
Child care	1	2	3	65
Screening for learning disabilities or other educational handicaps	1	2	3	66
On-campus classroom space	1	2	3	67
Rental fee for off-campus class sites	1	2	3	68
Other **(Specify below)**				
_____	1	2	3	69-71
_____	1	2	3	72-74

Blank 8 | 75-80

Card 09 | 1-2
Dup ID | 3-7

IV. ASSESSMENT OF ABE PROGRAM

18. A. Have you ever taught ABE students?

Yes.....1 | 8
No.....(Go to 23).....2

B. If Yes: for how many years?

less than one .....1 | 9
1 - 5.....2
6 - 10.....3
more than 10.....4

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19. During your career, in which of the following instructional settings have you taught ABE students? **(Circle all that apply.)**

a. a large classroom setting (10 or more students).....1 10
b. a medium sized classroom setting (5 - 10 students).....1 11
c. a small classroom setting (5 or fewer students).....1 12
d. individualized instruction outside the classroom.....1 13

20. Based on your experience, which of the following classroom settings is most effective in working with adult learners in grade levels 0 - 4? **(Circle one answer.)**

a. a large classroom setting (10 or more students).....1 14
b. a medium sized classroom setting (5 - 10 students).....1 15
c. a small classroom setting (5 or fewer students).....1 16
d. individualized instruction.....1 17

21. Based on your experience, which of the following settings is most effective in working with adult learners in grade levels 5 - 8? **(Circle one answer)**

a. a large classroom setting (10 or more students).....1 18
b. a medium sized classroom setting (5 - 10 students).....1 19
c. a small classroom setting (5 or fewer students).....1 20
d. individualized instruction.....1 21

22. Based on your experience, which is the most effective instructional technique? **(Circle one answer.)**

classroom.....01 22-23
individualized instruction.....02
computer-assisted instruction.....03
learning lab.....04
ABLE Center.....05
combination of above **(Specify below)**

_____
_____
_____

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23. For the items listed below, please indicate the type of assistance that you need to improve your ABE program. **(If your program does not offer a particular service, circle "8".)**

	Type of Improvement Needed				
	Additional Funding	Training	None	Does Not apply	
a. Publicity/advertising	1	2	3	8	24
b. Staff in-service training	1	2	3	8	25
c. Staff pre-service training	1	2	3	8	26
d. Volunteer training	1	2	3	8	27
e. Child care	1	2	3	8	28
f. Student transportation	1	2	3	8	29
g. Assessment of student goals	1	2	3	8	30
h. Pre- posttesting	1	2	3	8	31
i. Measuring academic gains	1	2	3	8	32
j. Record keeping on student performance	1	2	3	8	33
k. Ability to hire more full-time instructors	1	2	3	8	34
l. Ability to hire more full-time administrators	1	2	3	8	35
m. Ability to hire more full-time recruiters	1	2	3	8	36
n. Ability to hire more assessment/retention specialists	1	2	3	8	37
o. Additional/adequate class sites	1	2	3	8	38
p. Instructor supervision	1	2	3	8	39
q. Reduction of paperwork	1	2	3	8	40
r. Educational counseling	1	2	3	8	41
s. Personal counseling	1	2	3	8	42
t. Paid preparation time for instructors	1	2	3	8	43
Other (Specify)					
u. _____	1	2	3	8	44-46
v. _____	1	2	3	8	47-49
w. _____	1	2	3	8	50-52

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24. What are your program's five (5) greatest needs <u>in rank order</u> (high to low)?

1. _____ 53-54
2. _____ 55-56
3. _____ 57-58
4. _____ 59-60
5. _____ 61-62

25. Have you attended in-service training provided by the following sponsors in the past year?

Local
Yes....1 63
No....2
Regional
Yes....1 64
No....2
State
Yes....1 65
No....2
Out-of-state
Yes....1 66
No....2

26. In which of the following areas did you or a representative of your staff receive training during the past year? **(Circle all that apply.)**

		Yes	
a.	development of curriculum materials	1	67
b.	teaching techniques	1	68
c.	motivating students	1	69
d.	working with adult learners in general	1	70
e.	use of computer-assisted instruction	1	71
f.	student recruitment	1	72
g.	student retention	1	73
h.	administering ABE budget	1	74
i.	statistical reporting	1	75
	other (Specify)		
j.	_____		76-77
k.	_____		78-79
		Blank 9	80

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Card 10	1-2
Dup ID	3-7

27. In which areas do you feel that you need additional training in the future? **(Circle all that apply.)**

	Yes	
a. development of curriculum materials	1	8
b. teaching techniques	1	9
c. motivating students	1	10
d. working with adult learners in general	1	11
e. use of computer-assisted instruction	1	12
f. student recruitment	1	13
g. student retention	1	14
h. administering ABE budget	1	15
i. statistical reporting	1	16
other (Specify)		
j. _____		17-18
k. _____		19-20
l. _____		21-22

28. Would you say that the time your local program allots to in-service training of instructors is sufficient or insufficient?

sufficient	1
insufficient	2

23

29. Would you say that the time your program allots to pre-service training for new instructors is sufficient or insufficient?

sufficient	1
insufficient	2

24

30. Would you say the time your program allots to overall training of recruiters and retention specialists is sufficient or insufficient?

sufficient	1
insufficient	2

25

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31. In general, how useful is the in-service training you have received in your work with instructors? 26

very useful.....1
somewhat useful.....2
not at all useful.....3

V. *PERSONAL DATA*

32. What is your gender? 27

male.....1
female.....2

33. What is your racial/ethnic group? 28

white.....1
black.....2
Hispanic.....3
native American.....4
Asian.....5
other...(Specify).....6

_____

34. What was your age as of your last birthday? __ __ 29-30

35. How many years have you been ABE program administrator? 31

less than one 1
1 - 4.....2
5 - 10.....3
more than 10.....4

36. What is the highest degree or level of education you have completed? 32

high school diploma.....(Go to 37).....1
1 - 3 years of college.....(Go to 37).....2
college degree.....3
graduate degree.....4

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37. In what field was your highest degree? **(Circle only one answer.)**

Adult Education.....01 33-3
Elementary Education.....02
Math.....03
English.....04
Administration.....05
Other **(Specify)**.....06

_____

38. What specific problems are there in your program that you would like to see resolved?

_____ 35-36
_____ 37-38
_____ 39-40
_____
_____

39. Do you have any comments or suggestions concerning how ABE programs in North Carolina might be improved? Please list below.

_____ 41-42
_____ 43-44
_____ 45-46
_____
_____
_____
_____

Blank 10 47-80

Thank you very much for taking the time to complete the survey. Please mail your survey in the enclosed envelope by July 10. Please call the number listed on the front of the survey if you have any questions.

APPENDIX B: INSTRUCTOR SURVEY

ADULT BASIC EDUCATION PROGRAM EVALUATION

North Carolina Department of Community Colleges

ABE Instructor Survey

DIRECTIONS FOR COMPLETING SURVEY

1. Circle the number that indicates the correct response to each question.

2. Circle only one number for each question unless directed to "circle all that apply."

3. Answer all questions unless directed to skip a question based on a previous response.

4. Instructions for completing individual questions are listed in **bold type** and enclosed in parentheses ( ).

NAME OF INSTITUTION:_____

INSTRUCTOR NAME:_____

TELEPHONE: (_____)_____

PLEASE LIST JOB TITLES OF OTHER PERSONS WHO PROVIDED INFORMATION FOR COMPLETION OF THIS FORM.

_____

_____

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I. ASSESSMENT OF ABE PROGRAM

Card 01 1-2

ID _____ 3-7

1. Which of the instructional services listed below do you personally provide for the following grade levels? **(Circle yes or no for each column)**

	0 - 4		5 - 8		
Classroom instruction	**Yes**	**No**	**Yes**	**No**	
a. reading	1	2	1	2	8-9
b. math	1	2	1	2	10-11
c. grammar	1	2	1	2	12-13
d. ESL	1	2	1	2	14-15
Other **(Specify below)**					
e _____	1	2	1	2	16-19
f. _____	1	2	1	2	20-23
Individualized Instruction outside the classroom	**Yes**	**No**	**Yes**	**No**	
a. reading	1	2	1	2	24-25
b. math	1	2	1	2	26-27
c. grammar	1	2	1	2	28-29
Other **(Specify below)**					
d. _____	1	2	1	2	30-33
e. _____	1	2	1	2	34-37

2. During your career, in which of the following instructional settings have you worked with ABE students? **(Circle All That Apply.)**

a. a large classroom setting (10 or more students).....1 38

b. a medium sized classroom setting (5 - 10 students).....1 39

c. a small classroom setting (5 or fewer students).....1 40

d. individualized instruction.....1 41

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3. Based on your experience, which of the following classroom settings is most effective in working with adult learners in grade levels 0 - 4? **(Circle All That Apply)**

a.	a large classroom setting (10 or more students).....	1	42
b.	a medium sized classroom setting (5 - 10 students).....	1	43
c.	a small classroom setting (5 or fewer students).....	1	44
d.	individualized instruction.....	1	45

4. Based on your experience, which of the following settings is most effective in working with adult learners in grade levels 5 - 8? **(Circle All That Apply)**

a.	a large classroom setting (10 or more students).....	1	46
b.	a medium sized classroom setting (5 - 10 students).....	1	47
c.	a small classroom setting (5 or fewer students).....	1	48
d.	individualized instruction.....	1	49

5. How many hours per week did you instruct ABE students in basic skills during July 1, 1987 - June 30, 1988?

__ __ 50-51

6. How many of these are paid hours?

__ __ 52-53

7. What was the average number of students per class that you taught during July 1, 1987 - June 30, 1988?

__ __ __ 54-56

8. Which of the following problems do you encounter in teaching adults? **(Circle All That Apply.)**

		Yes	
a.	too many students in class.....	1	57
b.	students lack motivation.....	1	58
c.	instructional materials are poor.....	1	59
d.	students have been out of school too long.....	1	60
e.	students in different reading or math levels in the same class.....	1	61
f.	students lack maturity.....	1	62
	other **(Specify)**		
g.	_____		63-64
		Blank 1	65-80

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Card 02 1-2
Dup ID 3-7

9. For the services listed below, please indicate the amount of improvement that you think is needed in your ABE program.

(If the question is not applicable because your program does not offer a particular service, circle "8".)

Service	(CIRCLE ONLY ONE ANSWER PER ITEM) Amount of Improvement Needed					
	great deal	some	little	none	does not apply	
a. publicity/advertising	1	2	3	4	8	8
b. staff/in-service training	1	2	3	4	8	9
c. staff/pre-service training	1	2	3	4	8	10
d. volunteer training	1	2	3	4	8	11
e. child care	1	2	3	4	8	12
f. student transportation	1	2	3	4	8	13
g. assessment of student goals	1	2	3	4	8	14
h. pre- posttesting	1	2	3	4	8	15
i. measuring academic gains	1	2	3	4	8	16
j. record keeping on student performance	1	2	3	4	8	17
k. reduction of paperwork	1	2	3	4	8	18
l. paid preparation time	1	2	3	4	8	19
other **(Specify)**						
m. _____	1	2	3	4	8	20-22
n. _____	1	2	3	4	8	23-25
o. _____	1	2	3	4	8	26-28
p. _____	1	2	3	4	8	29-31

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10. Using the responses "almost always, sometimes, rarely or never, or does not apply" assess the accuracy of the following statements. **(Circle one answer for each statement).**

		almost always	sometimes	rarely or never	does not apply	
a.	I receive adequate assistance from my supervisor in the development and use of curriculum materials.	1	2	3	8	32
b.	I am able to give my students sufficient individual attention.	1	2	3	8	33
c.	I have ample opportunity to share ideas with other instructors and tutors.	1	2	3	8	34
d.	I feel a sense of accomplishment in what I do for students.	1	2	3	8	35
e.	I have received the training I need to do my job well.	1	2	3	8	36

11. Did you receive pre-service training before you were employed as an ABE instructor?

Yes.....1 — 37
No.....2

If yes: # of hours trained_____ — 38-40
Were you paid? yes.....1 — 41
no.....2

If yes: Hourly rate.....$_ _._ _ — 4245

12. Have you attended in-service training in the past year?

Yes.....1 — 46
No.....(Go to question 14).....2

If yes: # of hours trained_____ — 47-49
Were you paid? yes.....1 — 50
no.....2

If yes: Hourly rate.....$_ _._ _ — 51-54

Do Not Write In This Space *For Editor Only*

13. In which of the following areas did you receive training during the past year? **(Circle All That Apply.)**

	Yes		
development of curriculum materials	1		55
teaching techniques	1		56
motivating students	1		57
working with adult learners in general	1		58
use of computer-assisted instruction	1		59
student recruitment	1		60
student retention	1		61
other **(Specify)**			
_____	1		62-63
_____	1		64-65
_____	1		66-67

14. In which areas do you feel that you need additional training in the future? **(Circle All That Apply.)**

	Yes		
development of curriculum materials	1		68
teaching techniques	1		69
motivating students	1		70
working with adult learners in general	1		71
use of computer-assisted instruction	1		72
student recruitment	1		73
student retention	1		74
other **(Specify)**			
_____	1		75-76
_____	1		77-78
_____	1		79-80

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For Editor Only

Card 03 1-2
DUP ID 3-7

15. Would you say that the time your program allots to pre-service training is sufficient or insufficient? **(Circle one answer)**

sufficient.....1 8
insufficient.....2

16. Would you say that the time your program allots to in-service training is sufficient or insufficient? **(Circle one answer)**

sufficient.....1 9
insufficient.....2

17. In general, how useful was the in-service training you received in the past year with respect to the following duties? **(Circle "8" if an item is not applicable because you did not receive training in that area.)**

Duties	Usefulness of Training				
	Very Useful	**Somewhat Useful**	**Not at all Useful**	**NA**	
a. record-keeping.....	1	2	3	8	10
b. professional development	1	2	3	8	11
c. instructional work with students	1	2	3	8	12
d. non-instructional work with students	1	2	3	8	13
e. other **(Specify)**					
_____	1	2	3	8	14-16
_____	1	2	3	8	17-19
_____	1	2	3	8	20-22

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In This Space
For Editor Only

V. PERSONAL DATA

18. What is your gender?

male.....1 23
female.....2

19. What is your racial/ethnic group?

white.....1 24
black.....2
Hispanic.....3
Native American.....4
Asian.....5
other **(Specify)**.....6

_____

20. What was your age as of your last birthday? __ __ 25-26

21. How many years have you been teaching ABE students?

less than one 1 27
1 - 5.....2
6 - 10.....3
more than 10.....4

22. What is the highest degree or level of education you have completed?

high school diploma.....(Go to 24)..... 1 28
1 - 3 years of college.....(Go to 24).....2
college degree.....3
graduate degree.....4

Do Not Write In This Space *For Editor Only*

23. In what field was your highest degree?

Adult Education.....1 29-30
Elementary Education.....2
Math.....3
English.....4
Other (Specify).....

_____

24. Are there special problems your program faces that you would like to see resolved? Please list below.

_____ 31-32
_____ 33-34
_____ 35-36
_____
_____
_____

25. Do you have any comments or suggestions concerning how ABE programs in North Carolina might be improved? Please list below.

_____ 37-38
_____ 39-40
_____ 41-42
_____
_____
_____

Blank 3 43-80

Thank you very much for taking the time to complete the survey. Please mail your survey in the enclosed envelope by July 10. Please call the number listed on the front of the survey if you have any questions.

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APPENDIX C: STUDENT SURVEY

STUDENT SURVEY INTRODUCTION

Hello, may I speak to _____?

Hello, my name is _____, and I am calling from the Center for Urban Affairs at North Carolina State University. We are conducting a study of adult students for the North Carolina Department of Community Colleges.

Your name was chosen at random from a list of students at _____. Your participation is completely secret and your name will never be used in the report.

The survey takes about 15 minutes. Can I start the interview now?

CONTACT	DATE	TIME	STATUS	COMMENT
FIRST	_____	A.M./P.M.	_____	_____
SECOND	_____	A.M./P.M.	_____	_____
THIRD	_____	A.M./P.M.	_____	_____

TIME INTERVIEW: BEGAN _____ A.M./P.M. ENDED _____ A.M./P.M.

STATUS CODES

AM	ANSWERING MACHINE	NL	NO LISTING/UNPUBLISH
BS	BUSY SIGNAL	OS	OUT OF SVC/DISCONNECT
CB	CALL BACK OR APPOINTMENT SET	OC	PARTIALLY COMPLETED
CI	COMPLETED INTERVIEW	RF	FEFUSAL
CL	COULD NOT LOCATE	TI	TERMINATED INTERVIEW
NA	NOT AVAILABLE	WN	WRONG NUMBER

STUDENT SURVEY

	FOR EDITOR DO NOT WRITE IN THIS SPACE.
ID _ _ _ _ _ _ _	(1-6)
Card 1	(7)

I'D LIKE TO BEGIN BY ASKING A FEW GENERAL QUESTIONS ABOUT YOU.

---

1. How old were you on your last birthday? [RECORD AGE] _ _ (8-9)

---

2. Are you male or female? [ASK ONLY IF NOT KNOWN. CIRCLE RESPONSE]

Male. 1 (10)
Female. 2

---

3. What is your race? [CIRCLE RESPONSE]

Black 1
White 2 (11)
Indian. 3
Other [SPECIFY]_____ 4

---

4. a. What is the highest grade you have completed in school? ___ ___
[RECORD EXACT GRADE OR GRADE NUMBER. IF LESS THEN 12TH GRADE, ASK B AND C.] (12-13)

b. How old were you when you first quit (or decided not to attend) school? [RECORD AGE] ___ ___ (14-15)

c. Why did you first decide to quit (or not attend) school? [CIRCLE ALL MENTIONED—DO NOT READ LIST]

1. Had to get a job 1 (16)
2. Got married. 1 (17)
3. Had to work on farm 1 (18)
4. Got pregnant 1 (19)
5. Parents objected to schooling 1 (20)
6. Lack of transportation to class. 1 (21)

7. Other [SPECIFY]_____1 (22)

	FOR EDITOR DO NOT WRITE IN THIS SPACE.
5. Are you presently employed full-time, part-time or not at all? [CIRCLE RESPONSE] Full-time. . . . . .1 Part-time. . . . . .2 Not at all [SKIP TO Q7]. . .3	(23)
6. What is your occupation? (PROBE: WHAT DO YOU DO IN YOUR JOB? WHAT ARE SOME OF YOUR MAIN DUTIES?) _____ _____ _____ [EDITOR CODE] ___ ___	(24-25)

NOW, I'D LIKE TO FIND OUT WHAT PROGRAM YOU ARE IN AND HOW YOU GOT INVOLVED IN THIS PROGRAM.

7. Are you now going to: [CIRCLE RESPONSE] An adult education class . . . 1 A private tutor or . . . . . 2 Do you go to both? . . . . . 3 Other [SPECIFY]_____4	(26)
9a. How long have you been going to class or meeting with your tutor? [IF LESS THAN 1 MONTH, CODE AS 00] [RECORD IN MONTHS] __ __	(27-28)
9b. When you first decided to go back to school, how easy was it to find help or to enroll? [CIRCLE RESPONSE] Was it: Very easy. . . . . .1 Somewhat easy. . . .2 Difficult. . . . . .3 Very difficult . . .4	(29)

: FOR EDITOR DO NOT WRITE IN THIS SPACE.

10. What happened that made you decide to get help with your education? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. Laid off from job/unemployed	1	(30)
b. Wanted a better job.	1	(31)
c. Wanted to go to vocational school.	1	(32)
d. Decided to improve self.	1	(33)
e. Divorced	1	(34)
f. Kids all left home	1	(35)
g. Nothing specific	1	(36)
h. Other, specify_____	1	(37)

---

11. How did you first learn about the program you attend? **[DO NOT READ LIST. CIRCLE ALL MENTIONED]**

a. TV	1	(38)
b. Radio.	1	(39)
c. Friends/relatives/word of mouth.	1	(40)
d. Employer/co-worker	1	(41)
e. Newspaper.	1	(42)
f. Flyer/brochure/poster.	1	(43)
g. In-person presentation	1	(44)
h. Human Services referral.	1	(45)
i. Basic skills hotline	1	(46)
j. Other, specify_____	1	(47)

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12. a. Do you think enough is being done where you live to let adults know where they can go to get help to improve their reading and to get a basic education? **[CIRCLE RESPONSE]**

Yes. **(Go to Q. 13)** . .	1	(48)
No	2	

b. **IF NO,** What more could be done?

_____ (49-50)

_____

	FOR EDITOR DO NOT WRITE IN THIS SPACE.

THE NEXT QUESTIONS CONCERN PROBLEMS YOU MIGHT HAVE GETTING TO CLASS.

13. Where do you attend classes or receive tutoring?
[DO NOT READ LIST. CIRCLE ALL MENTIONED]

a. public school building classrooms.	1	(51)
b. college/university building.	1	(52)
c. community college.	1	(53)
d. library.	1	(54)
e. church	1	(55)
f. neighborhood center	1	(56)
g. student's homes (IF OWN HOME, SKIP TO Q.16). .	1	(57)
h. volunteer tutor's homes.	1	(58)
i. correctional facility	1	(59)
j. business/industrial setting.	1	(60)
k. any other, [SPECIFY] _____	1	(61)

14a. Is transportation to your class or to your tutor a problem for you:
[CIRCLE RESPONSE]

Yes. 1	(62)
No 2	

b. IF YES: Does this occur?

Frequently 1	(63)
Occasionally 2	
Rarely 3	

15a. Does the program you attend or your tutor help you with your transportation?

Yes 1	(64)
No. 2	

IF YES: What help is provided? [READ LIST. CIRCLE "1" or "2"]

	YES	NO	
b. bus ride.	1	2	(65)
c. bus fare.	1	2	(66)
d. car ride.	1	2	(67)
e taxi fare	1	2	(68)
f. mileage reimbursement . . .	1	2	(69)
g. other [SPECIFY]_____	1	2	(70)

	FOR EDITOR DO NOT WRITE IN THIS SPACE.
16. Is the time that your instruction takes place: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**	
Very convenient 1	(71)
Somewhat convenient or. .2	
Not convenient at all . .3	
17. Are the days or day that you meet for your instruction: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE]**	
Very convenient 1	(72)
Somewhat convenient or. .2	
Not convenient at all . .3	
18a. Do you have any children under the age of 12 living in your household?	
Yes 1	(73)
No. **(GO TO Q. 20)** 2	
b. **IF YES:** During the past 12 months, have problems with child care ever made you miss class? **[CIRCLE RESPONSE]**	
Yes 1	(74)
No. **(GO TO Q. 19)** 2	
c. **IF YES:** Has it happened:	
a. frequently 1	(75)
b. occasionally or. . . 2	
c. rarely 3	
19a. Does the program you attend or your tutor help you in any way with child care or babysitting?	
Yes 1	(76)
No. 2	
IF YES: What help is provided? **[READ LIST. CIRCLE YES OR NO]**	
YES NO	
b1. day care center at school. 1 2	(77)
b2. cash subsidy to use on own or. . . . 1 2	(78)
b3. other_____ 1 2	(79)
	(80-Blank)

FOR EDITOR DO NOT WRITE IN THIS SPACE.

DUP ID (1-6)
CARD 2 (7)

I'M GOING TO READ YOU A LIST OF WAYS PEOPLE GET HELP IN IMPROVING THE SERVICES AVAILABLE TO ADULT STUDENTS. TELL ME IF YOU'VE USED THEM IN YOUR PROGRAM.

20. **IF YES:** Would you say this helped you to learn a lot, somewhat, or not at all?

Have you:	Yes	No	A lot	Somewhat	Not At All	DK	
a. used a learning center where students can come and go when they want to?	1	2	1	2	3	8	(8-9)
b. worked with video tapes?	1	2	1	2	3	8	(10-11)
c. worked with a computer?	1	2	1	2	3	8	(12-13)
d. watched lessons on TV at your own home?	1	2	1	2	3	8	(14-15)
e. been tutored by a private tutor?	1	2	1	2	3	8	(16-17)
f. been taught in a small group of students?	1	2	1	2	3	8	(18-19)
g. been taught in a classroom with a large group of students?	1	2	1	2	3	8	(20-21)

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21. Would you describe the materials you use in your class as: **[READ ALL RESPONSES. CIRCLE ONE RESPONSE.]** (22)

Very interesting. 1
Interesting 2
Uninteresting or. 3
Very uninteresting. . . .4

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22. In an average week, how many hours do you spend in class, or with your tutor? **[RECORD HOURS]** __ __ (23-24)

	FOR EDITOR DO NOT WRITE IN THIS SPACE.
23. Do you feel that this is: [READ ALL RESPONSES. CIRCLE ONE RESPONSE.]	
too much time 1	(25)
just the right amount of time or. 2	
not enough time for you? 3	
24. How helpful is your instructor or tutor in providing you with encouragement and support in your studies? Would you say your instructor or tutor is: [READ ALL RESPONSES. CIRCLE ONE RESPONSE.]	
Very helpful 1	(26)
Somewhat helpful or. . . .2	
Not at all helpful 3	
25. Is there anything about your instructor or where you meet that bothers you? [PROBE IF NECESSARY: DO YOU FEEL COMFORTABLE THERE?]	
Yes . . . .What bothers you? _____ 1	(27-28)
_____	
No. 2	(29-30)
26. Overall, how satisfied are you with the help and basic skills training that you have received so far? [READ ALL RESPONSES. CIRCLE ONE RESPONSE]:	
Are You:	
a. Very satisfied. . . . . (GO TO A) 1	(31)
b. Satisfied . . . . . (GO TO A) 2	(32)
c. Dissatisfied or . . . . . (GO TO B) 3	(33)
d. Very dissatisfied . . . . (GO TO B) 4	(34)
e. WHAT DO YOU LIKE MOST ABOUT THE PROGRAM? _____	(35-36)
_____	
f. DESCRIBE WHY YOU ARE/ARE NOT SATISFIED. _____	(37-38)
_____	

FOR EDITOR DO NOT WRITE IN THIS SPACE.

Do you have any suggestions about how your program or your instructor or Tutor . . . could help you more?

(39-40)

_____

_____

_____

_____

_____

_____

_____

Would you say you enjoy the time you spend with your instructor or Tutor? [READ ALL RESPONSES. CIRCLE ONE RESPONSE.]

most of the time. 1	
sometimes 2	(41)
hardly ever or. 3	
never 4	

IF HARDLY EVER OR NEVER: WHY DON'T YOU ENJOY IT? WHAT KINDS OF PROBLEMS ARE YOU HAVING?

(42-43)

_____

_____

_____

_____

_____

_____

How often do you have trouble understanding instructions or what goes on in class? Would you say: [READ ALL RESPONSES. CIRCLE ONE RESPONSE.]

hardly ever 1	
sometimes 2	(44)
often or. 3	
very often. 4	

FOR EDITOR DO NOT WRITE IN THIS SPACE.

30. We are interested in learning more about how you are going to benefit from the new skills you're learning. I'm going to read a list of ways that you may use your new skills. [READ LIST AND CIRCLE ONE RESPONSE]

Will you use your new skill	YES	NO	
a. On your job such as to be promoted or to do your current job better?.	1	2	(45)
b. To seek employment?.	1	2	(46)
c. To change occupations?	1	2	(47)
d. To seek further education such as in a vocational school, trade school or a community college?.	1	2	(48)
e. To read stories to your children or to help older children with their school work?	1	2	(49)
f. To be more confident in handling your daily activities?.	1	2	(50)
g. To stop being afraid that others will find out that you couldn't read?.	1	2	(51)
h. Will you use your skills for something else?	1	2	(52)
i. Any other ways you will use your new skills? [SPECIFY] _____	1	2	(53)

_____

_____

	FOR EDITOR DO NOT WRITE IN THIS SPACE.
Have you ever enrolled or signed-up for a tutor or for an adult education program before this time?	
Yes 1	(54)
No. 2	
IF YES: How many times before this year? **[RECORD # OF TIMES]** ___ ___	(55-56)
Why did you stop attending the last time? **[SPECIFY]** _____	(57-58)
_____	
_____	
_____	
IF NO . . . What are the major reasons why you didn't seek help before now? **[DON'T READ LIST. CIRCLE ALL MENTIONED]**	
d. no reason 1	(59)
e. didn't know program existed/where to go 1	(60)
f. didn't need to read before now. 1	(61)
g. no interest 1	(62)
h. no time 1	(63)
i. afraid/embarrassed. 1	(64)
j. don't like school/never liked it. 1	(65)
k. cost too high 1	(66)
l. distance too great to travel. 1	(67)
m. felt too old to learn 1	(68)
n. child care too expensive/unavailable. 1	(69)
o. family responsibility/conflict. 1	(70)
p. job responsibilities/conflict 1	(71)
q. other, **[SPECIFY]:** _____ 1	(72)
_____	
_____	